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SCHOOL

The Clearing House

A journal for modern junior and senior high schools

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Editorial and General Office: 207 Fourth Avenue, New York 3, N.Y.

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Contents

Project in Problem Solving. . .	<i>Florence Cleary, Alice Davis, and Arnold Meier</i>	67
Ten Ways Out for Teachers	<i>Wendall Haner</i>	71
Junior High: How Valid Are Its Original Aims?	<i>Clarence E. Howell</i>	75
"Why Should I Earn Their Ill Will?"	<i>Ruth Briggs</i>	79
Thornburn Teachers Rated on Their Own Terms	<i>Mary Alice Keighin</i>	82
Questionnaire Determines Clubs for the Year	<i>Glenn W. Durflinger</i>	84
Creating a Social-Studies Atmosphere:		
1. Tapping the Shop Boys' Skills	<i>Max Berger</i>	88
2. Thematic Poster Displays	<i>Saul Israel</i>	89
3. Exhibits Must Be Pupil-Made	<i>John B. Learson</i>	90
4. Variety in Exhibit Materials	<i>Ethel M. Moss</i>	91
5. The Wall of the World	<i>Wendall Haner</i>	92
Pay Checks Are Better than Texts	<i>Freida D. Saperstein</i>	94
American Folklore: Good Reading	<i>Elsa R. Berner and Julia Eriksen</i>	97
As the Pupils Think about Citizenship	<i>Helen Wortman</i>	102
Vocabulary Work: Words with Many Meanings	<i>O. H. Stude</i>	104
So I'm Not a Lady Ag. Teacher	<i>Estella Unna</i>	106
Supt. Smith Organizes a Guidance Plan	<i>Harold E. Myron</i>	109

Departments

The Spotlight	74	School News Digest	112
"In My Opinion . . . "	81	Editorial	113
Findings	93	School Law Review	115
Tricks of the Trade	103	Book Reviews	117

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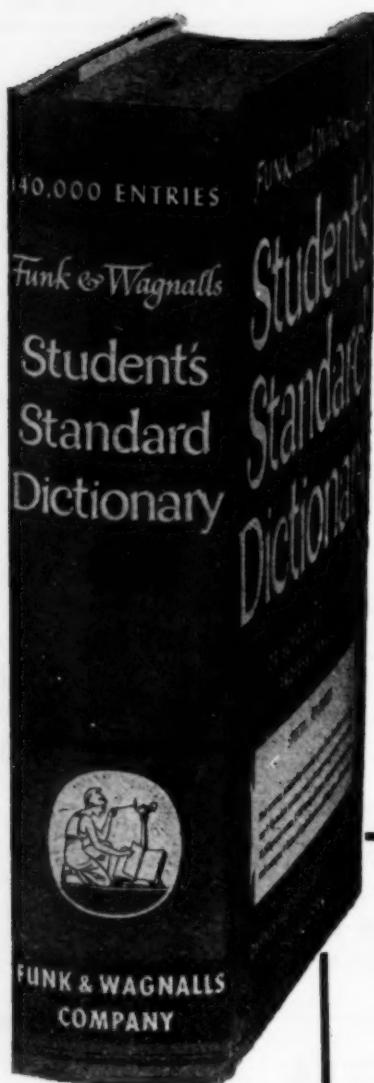
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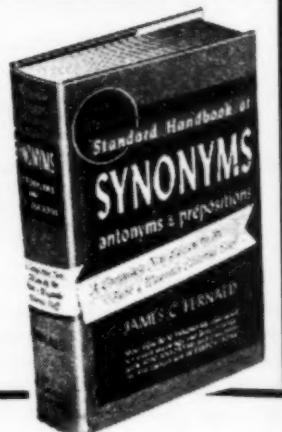
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PROJECT in PROBLEM SOLVING

*Action follows study
of students' problems*

By FLORENCE CLEARY, ALICE DAVIS, and ARNOLD MEIER

PAUL OCCUPIED a chair in the corridor outside the counselor's office. Slumped back on his shoulders, he presented a picture of defiance and disgust. The boys' counselor motioned Paul into the office with scarcely a glance at the "behavior slip" which Paul pushed toward him.

Like many another school counselor faced with like "behavior slips" he knew that it would be a curt little note written hastily by an overworked teacher stating that the boy was impudent, that he would not try, that he was lazy, or that he was a general nuisance in the classroom.

Something must be done with Paul. The counselor will patiently explain to the boy that he should try to get along better in school, that he should finish his assignments, and that he should apologize to his teacher. But as the counselor knows all too well, Paul will be back again in a few days with another "behavior slip"—either from the same teacher or possibly from another teacher. The long-term problem has not been solved. Paul has not been given the help which he needs in adjusting to the school and in solving his own difficulties.

Principals, counselors and teachers who recognize the importance of their guidance roles are faced with difficult decisions in dealing with Paul's problem, for all schools

have their Pauls. Fundamentally, the question is: How can schools help boys and girls to solve their problems? At which points should the individual adjust to the school, and at which points must the school adjust to the individual? What responsibility should schools assume in the whole area of human relationships? Should skills in human relationships be raised to the same level of importance now accorded the skills in scholastic achievement?

The rather recent exploration and research in the area of frustration, aggression and emotional tensions (Dollard, *Frustration and Aggression*, and others) further emphasize the position that it is necessary to deal with basic causes rather than symptoms. Although the symptoms are the most immediate concern of teachers—since they disrupt the life of the school—the causes are the more important because they have long-term effects on individuals and on society.

Young people with serious emotional blocks are not effective either in human relationships or in gaining knowledge or skill in even the so-called traditional fields of learning. With one out of twenty-two of the adult population at some time during his life confronted with the need for institutionalized mental care, schools con-

cerned with the welfare and well-being of children cannot overlook their obligation by dealing only with symptoms.

These factors, therefore, have prompted schools participating in the Detroit Citizenship Education Study, as well as many other schools throughout the country, to examine their procedures for helping young people more adequately to solve individual and group problems.

Teachers in these schools have found that problems can be identified and worked on in student-council meetings; in student assemblies; in the smaller, more intimate homeroom or conference groups; in service clubs; in teacher-planning groups (a group of teachers working with the same children); in grade councils; in faculty-parent discussion groups; and in individual conferences—pupil-teacher, teacher-parent, teacher-teacher, and teacher-principal.

Other means used by teachers in identifying problems and incidentally in gathering background information to help in the solution of these problems include the use of such instruments as: Problem Check List¹; The Wishing Well²; California Test of Personality³; School Opinionnaire⁴; and Opinions About This Group⁵. One technique, the use of a Problem Check List, will be described to illustrate procedures for helping to identify group and individual problems and to point direction for steps in working toward their solution.

The Problem Check List is a list of some three hundred problems commonly experi-

¹ Ross L. Mooney, *Problem Check List*. Bureau of Educational Research, Ohio State University, Columbus, Ohio.

² The Bureau of Educational Research. *The Wishing Well*. The Bureau of Educational Research, Ohio State University, Columbus, Ohio.

³ Tiegs, Clark, and Thorpe. *California Test of Personality*. California Test Bureau, 5916 Hollywood Blvd., Los Angeles 28, Cal.

⁴ Detroit Citizenship Education Study. *School Opinionnaire*. Citizenship Education Study, 436 Merrick Ave., Detroit, Mich.

⁵ Detroit Citizenship Education Study. *Opinions About This Group*. Citizenship Education Study, 436 Merrick Ave., Detroit, Mich.

enced by pre-adolescent and adolescent boys and girls or considered important by psychologists and mental hygienists. The problems cover several areas: school, home and family, boy-girl relationship, health, and the like. Preceding the use of the instrument, boys and girls are given explanations and directions designed to encourage them to indicate their major concerns and to free them from guilt feelings in checking the items.

The teacher or preferably an outside agent may explain that young people throughout the country have certain problems or concerns; that no two individuals have exactly the same problems or the same number of problems; that there are no right or wrong answers to be checked; that no individual will be marked on his answers; and that the school, or better still, an outside agency, wishes to have the help of boys and girls so that problems and concerns of young people can be identified. With this type of general introduction, it seems fair to assume that a permissive atmosphere is created which will encourage boys and girls to "read the list slowly, and as you come to a problem which troubles you, draw a line under it."

The tabulations from several different schools indicate that many more problems are marked in some schools than in others. The patterns of responses are also sufficiently different to indicate that the mass data may be of some use in identifying certain problems or areas of problems to which priority should be assigned in any school-wide action program.

The instrument was given to three hundred twenty-five ninth-grade boys and girls in one school. Data collected give insight into the problems of these young people. Out of a possible three hundred items, an average of thirty problems was checked. The rank order of problems most frequently checked by boys and the per cents of boys checking these problems were as follows:

Bashful.....	46%
Wanting to know more about girls.....	40
Wanting to earn some of my own money.....	38
Trouble with arithmetic.....	36
Not smart enough.....	36
So often feel restless in classes.....	36
Afraid of failing in school work.....	34
Wondering if I'll be a success in life.....	34
Getting low grades in school.....	28
Afraid of making mistakes all the time.....	28
Trouble with writing.....	28

The rank order of problems most frequently checked by *girls* and the per cents of girls checking them follow:

Wanting to earn some of my own money.....	60%
Wondering if I'll be a success in life.....	50
Afraid of making mistakes all the time.....	48
Afraid to speak up in class.....	40
Trouble with arithmetic.....	38
Afraid of tests.....	36
Sometimes wishing I'd never been born.....	36
Worried about grades.....	34
Wondering if I'll ever get married.....	34

There are several ways in which these data can be analyzed to get direction for the next step. Such an analysis might include a study of the problems of groups, of boys, of girls, of areas most frequently checked, of the relationship between areas, of items infrequently checked, of school subjects thought to be problems.

The teachers, in analyzing the preceding data, began to ask themselves questions as to how the school could help boys and girls with such concerns as: *trouble with arithmetic, afraid of making mistakes all the time, getting low grades in school, afraid to speak up in class*.

The item *trouble with arithmetic* led to discussions by faculty groups of the need to make number experiences more meaningful, more realistic and life-like for boys and girls. The teachers questioned the advisability of establishing a city-wide set of norms and applying them in a particular school regardless of the possible peculiar culture pattern of its community and of the

EDITOR'S NOTE

Concerning this article and a related article which will appear in the November issue, the authors write, "During the past two and a half years several schools participating in Detroit's Citizenship Education Study have focused attention on promising practices for citizenship education. One of the areas is problem solving or critical thinking. As a result of some of our experiences we have written two articles on our progress in problem solving. This first article describes the use of a questionnaire checklist to discover pupils' problems, and indicates the follow-up of the school's action program. The second article reports the use of small discussion groups for identifying problems and for helping boys and girls to develop skills in working toward the solutions of their problems. The Citizenship Education Study of Detroit is a five-year study involving four secondary schools and four elementary schools." The authors are three of the members of the staff of the Study.

"peer" culture of an adolescent group in a particular school community. They considered the effects of widespread retardation and its relation to the feelings of the one-third of pupils who considered grades and failing in school work as personal problems.

In attempting to devise an action program, the teachers really accepted some of the answers that are so obvious that they are often rejected—namely, the use of easier and more meaningful material, the use of experiences not so exclusively verbalized and ritualized, and the use of a variety of classroom procedures with less emphasis on copying answers from one book into another.

The item *getting low grades in school* led

to a discussion of the whole system of marks, report cards, rewards, punishments, honors, promotions and the like. The action program resulting from these discussions included the revision of the report card with parents and pupils participating in the project.

Still another problem not related to any one subject-matter field, the item *afraid to speak up in class*, indicated the need for a consideration of the characteristics and the normal reactions of adolescent youngsters, their awkwardness, their feelings of being ill at ease, their fear of ridicule from their peers, and the like. The need for a class atmosphere in which individuals feel friendliness, warmth, approval, and success pointed to changes in class organization and procedures. The use of small work groups helped considerably in giving more opportunity for the exchange of ideas on an informal basis. As the ideas or projects of the smaller group were shared by the larger class group, the person reporting for the group had the help and assurance of several classmates to bolster and even defend him.

The illustrations just given indicate a possible follow-up on group problems which may result from the use of the Problem Check List. Another and perhaps more significant use made of the data might be described as it relates to Paul, who was frequently referred to the school counselor because of his so-called "discipline" problems. Paul had checked fifty-nine items on the Problem Check List, all of which were in the areas of school, home, and personal problems. A few specific items checked will be listed to indicate the concerns which, without doubt, contributed to the anti-social behavior of Paul in his relationships in the school situation:

Trouble with arithmetic, being a grade behind in school, can't read very well, not smart enough, getting low grades in school, being led into trouble by other kids, wondering about heaven and hell,

sometimes wishing I had never been born, teachers too strict, getting into fights, not knowing where I belong in the world, family quarrels, wanting to run away from home, can't make up my mind about things, making others mad at me.

To the final question on the Problem Check List, "Would you like to talk over your problems with someone?", his reply was, "There isn't any use. No one can help me."

As teachers concerned with Paul had an opportunity to study his reactions to the items on the check list, they began to look at Paul in an entirely different light. They looked at the possible causes of Paul's undesirable behavior. They began to question the usefulness of excluding Paul from the group and expecting the counselor "to take care of the situation." Teachers, with increased insights, recognized that Paul was behaving in the way in which most youngsters would behave with similar problems. Paul needed to feel that, in spite of his difficulties, teachers were his strong allies. He needed approval, security, some opportunities for success and prestige. Demands for conformity would do no good.

With increased information and insight, teachers began to make use of quite different techniques in dealing with Paul. A friendly smile, a pat on the back, a greeting in the morning, a question showing interest, an offer of help, a word of praise, the assigning of a responsibility, some recognition of abilities not necessarily academic were useful in helping Paul to relate himself to his group in a more socially acceptable manner and, incidentally, helped him to solve some of his problems as they related to the immediate school situation.

Teachers need to be concerned with the real problems of young people—problems of the individual as well as those of the group. This, therefore, necessitates the use of techniques for identifying problems and the development of skills in working toward their solution.

10 WAYS OUT FOR TEACHERS

*Just think of the
jobs you can fill!*

By
WENDALL HANER

THE GOBLINS do their worst in October. Santa makes his annual chimney sweep in December. The groundhog gets his irresistible urge for shadow-boxing in February. But the fluctuations of a teacher's enthusiasm for his work show no seasonal limitations.

One may get schoolbell jitters in September, January, or May. And teaching tantrums, classroom colic, or pedagogue's panic can develop at any time.

Perhaps, in such periods of stress, the tired teacher may feel the need of a change of occupation, but more likely he will require only moral support and the assurance that there is a cure and a way out if the malady should become too severe. As the contented convict said, he wasn't eager to escape, but it made him happier to know that there were two loose bars in his cell window.

If you are a kindred soul in a different sort of cell, let us consider some of the possible ways out if the fog should reach an unexpected density.

To begin with, there is *Journalism*. Teachers are among the best news reporters in the world. (They have to be, to survive in teaching.) Consider their immense daily assignment—the lowdown on a whole community. They must know which students' parents have recent divorces, so that Reginald or Mehitabel will not be sent home to get a note from mama when mama has just moved out after leaving papa with sizable scalp bruises. They have to know whether the attitude of the school board is still favorable toward the Teachers' Annual

Clambake. And there must be up-to-the-minute data on whether the PTA is in a mood to vote \$50 for prizes in the Stay-Awake-in-Class Campaign—and, if not, can Mrs. Garrylass be won over in time?

All of this requires close cooperation and a sturdy "grapevine" planted in the richest local dirt. In the educational world, AP means "Academic Pipeline" and UP stands for "Underground Pedagogues." Both services are amazingly efficient, and are patronized 100 per cent. Add to these activities the instructor's work in gathering data on pupil personalities and his job of answering who-what-where-when-why for hundreds of students and you can see why he would succeed so well in journalism. Even at ordinary cruising speed, his word output probably could wreck the best typewriters in the whole news establishment.

A good *Artist* can usually draw a fine salary along with his other artistic efforts, and an experienced teacher often has highly developed ability in art. He must produce rectangles without wrecked angles, give the sides equal shares in squares, and be able to round up a good circle when it is needed. Mapping in geography adds color to his activities.

Diagramming molecules in science gives no particle of trouble. And the production of galloping graphs in mathematics provides stimulating ups and downs in the course of the day. The music teacher achieves harmonious "scale" drawings, and the instructor in home arts can usually design dresses which will win the snip-and-tuck race to keep up with fashion.

Any teacher must be skilled enough to draw both sketches and student interest simultaneously. He must constantly talk right and chalk write at the same time. And once having acquired all this versatility, he should find faces on canvas easy enough, with elaborate landscapes and even a portrait of proud Prunella Van Sniff holding no terrors.

Another interesting field for pedagogues is that of *Radio Announcing* for certain special programs, such as "Good-morning" broadcasts and "Breakfast at Goofy's." The teacher is a "natural" for this sort of speaking, skilled as he is in talking to all kinds of people in a variety of states of consciousness. (His first class after lunch is an especially fine training period for solo work of this kind.) As a result, the studio audience—so necessary to the morale of most radio performers—can be dispensed with and replaced with assorted wooden Indians, as far as the teacher is concerned. In fact, he might feel more at home and give a more inspired performance.

Teaching is ideal preparation for a career in *Research Work* and *Data Reporting*. The instructor's experience in wading through the mazes of child-accounting forms, composing voluminous anecdotal records, and filing stacks of permits, excuses, and notes from home has disciplined his soul and made him a master diddler with details. Not only can he ferret out the most infinitesimal and insignificant item in the data, but he can also write exhaustively and exhaustingly about it from all possible viewpoints.

And this can be done carefully and accurately amid all the noise and excitement of the school day! In contrast, the chatter and clatter of a newspaper composing room would be a welcome relief; the hum and bustle of a factory research laboratory would invite complete relaxation; and the quiet of a law library would be a paradise of golden silence!

Almost any instructor could qualify as a *Detective*. His work has included tracing the origins of hieroglyphics carved on desks and chasing clues to the originators of the remarkable reproductions of flora and fauna decorating school house walls. These activities and his success in discovering the creators of those striking spitball patterns which appear so suddenly on ceilings have made him a veritable Sherlock Holmes.

By now he is an expert, too, at detecting forgeries in the parent signatures carefully counterfeited by regular members of the school's Hookey Club. And he has developed great skill in tracing the authorship of clandestine student messages, so that these literary masterpieces will not pass unnoticed and their authors blush unseen as they hurl love notes through the schoolroom air. Having had so much study and practice, the persevering pedagogue need only transfer his acquired skills to broader fields to attain the rating of super-sleuth.

Then there is *Police Work*. Teachers have covered miles and miles on that standard beat, the study-hall patrol. On eagle-eye classroom cruising during tests, they gain wonderful experience as police mobile units. Instructors issue more permits than any local officer. And they are community experts on juvenile delinquency—checking everything from truancy to grand larceny (stealing the seats right out of the classroom).

Teachers direct traffic in the school halls, which are among the nation's busiest thoroughfares, and they keep an alert eye on Lover's Lane activities in the dimmer corridors. Gambling raids on the frequent lavatory layouts of dice, cards, and coin-tossing, and similar attacks on other hide-outs of the urchins' underworld are a regular part of the routine.

Against student smuggling, teachers have set up a border patrol and an efficient customs inspection system. (There are some strange "customs" among students which

occasionally need watching.) Police work along this line should be a snap after years of frisking boys' pockets to extract carving knives, tacks for getting a rise out of people, and assorted toads, traps, and trinkets.

In addition to their other duties, teachers are on call as members of the riot squad to quell inter-class battles whenever they break out. If police departments knew what went on, they would make all teachers honorary members and pay them an extra salary as special agents.

The opportunities in *Medicine* and *Psychiatry* are excellent. Instructors are now expected to have in stock the cures for race prejudice and all sorts of community complexes. They must work out an effective treatment for each new epidemic of that insidious school malady, extracurricular over-emphasis. And there must be a quick method for dealing with serious brain pressures and social dislocations brought on by sudden head-swellings arising from success in athletics and other sideline sorties. Members of the school staff would find giving TB tests and chest X-rays relatively easy after years of giving mental X-rays and often finding nothing at all on the print!

The teacher is already a success as a *Salesman*. Consider the great feat of selling Bobo Nobrayne an interest in literature. And consider the big feet of the teacher who can put his foot down and talk 200-pound Swaggermouth Smith into being quiet long enough to permit the other students to get part of an education.

It takes extraordinary sales ability to convince Artie Dawber and Harmony Chirpwell that a one-track interest in the arts is not good for personal development, and that a few minutes should be appropriated each day for such dull things as science and mathematics. And never forget the salesmanship it takes to keep one's job with the school board after having to flunk the children of some of the members!

Another splendid job for teachers is

EDITOR'S NOTE

Let us teachers stop feeling so much awe for Leonardo da Vinci and other "universal geniuses." Classroom work has made teachers proficient in many varied fields of endeavor, too. If you don't realize what a success you are qualified to be in other occupations, Mr. Haner is here to set you straight. At the time this article was written, he taught in Ravinia School, Highland Park, Ill. Recently he accepted a position as an editor with Row, Peterson & Co., Evanston, Ill.

Translating and Decoding Messages. From his earliest days in teaching, the pedagogue has to be able to translate the Chinese characters produced by assorted adolescent "characters." He must decode or somehow fathom every kind of writing from Pig-Latin to Portuguese. He must also decipher notes from home and interpret the meaning thereof—"Pleez excuz Agatha's absents. I wuz sik and she had to git her father together we got along awl rite" . . . "Iggy had a soar throat and a loose nose, so I kept him home."

In correcting student papers, the teacher often spends hours studying inscrutable inscriptions. Sometimes he sets aside an impossible task, reads the pupil's alleged mind, and puts down the result in a clear and accurate mark. This is not only grading genius—it is psychic relativity! Beside achievements like these, decoding messages of state and exploring the vagaries of diplomatic language should be as simple as ABC.

Most instructors have already become skilled *Politicians* and *Diplomats*. Having been assigned a perch on the fence straddling all community issues, they have had to develop a special kind of balance and poise.

This poise (sometimes spelled without the "i") is helpful in dealing with all kinds of people in a wide variety of situations. It works well on the days when Teressa Tunglash arrives to launch a tirade against the teacher's stupid insistence that her little Algernon make up the work missed when she takes him to the ball game. It helps in holding one's temper when Fanny Flunkum's mother demands that Fanny be allowed to skip a grade next year. And it is invaluable as an aid in keeping a straight face when the father of Waldo Mowron wants an opinion on whether Harvard or Yale should have the privilege of enrolling Waldo.

Talents as rare as these should make the

teacher welcome in the inner circle of any political party. And they should be a guarantee that he could attain the kind of fame that comes when one sees his name and picture emblazoned on billboards across the county under the captivating caption "Snagamutt for Dogcatcher."

Yes, the teacher might enter any one of these occupations and soon become a success and a star performer—but he probably won't! Because teaching is the only job where he can be a shining light in all these ways at once, and the dazzling possibilities in this multimazda variety show keep luring him back into its glow and away from the one-bulb attractions that wink and flicker in the hinterland.



* * THE SPOTLIGHT * *

Excerpts from articles in this issue

Teachers need to be concerned with the real problems of young people—problems of the individual as well as those of the group.—*Florence Cleary, Alice Davis, and Arnold Meier*, p. 70.

Most instructors have already become skilled *Politicians* and *Diplomats*. Having been assigned a perch on the fence straddling all community issues, they have had to develop a special kind of balance and poise.—*Wendall Haner*, p. 73.

For some boys resentment toward correction may come because having "put things over" on teachers is a common occasion for boasting on the part of the American male, even to middle age.—*Ruth Briggs*, p. 79.

Putting it less bluntly, let us say that a school principal must decide who is superior, or average, or poor. He has to do this, even though he may feel grossly incompetent and though he may dislike the chore.—*Mary Alice Keighin*, p. 82.

By providing a social-studies atmosphere based upon the students' own creative work, the room decorations took on a triple significance.—*Max Berger*, p. 89.

The most expensive and skillfully arranged maps, charts, and pictures often do not create *per se*, social-studies atmosphere for the pupils.—*John B. Learson*, p. 90.

Teacher might have told Johnny 50 million times how to spell "their," and not to say "this here book," but if Johnny's job depends on his learning the correct spelling and the correct usage, he will learn them quickly.—*Freida D. Saperstein*, p. 94.

We have not thought of Pecos Bill, John Henry, and Paul Bunyan as the American counterparts of Hector, Ulysses, and Robin Hood.—*Elsa R. Berner and Julia Eriksen*, p. 97.

Usually there is one member of the staff who has demonstrated that he or she has the desire and the ability to counsel and guide young people. Such a person should be "worked in" as the key man to assist the principal.—*Harold E. Myron*, p. 110.

Ever since stockmen devised score cards for farm animals, some educators have fretted themselves in an effort to do likewise for school teachers.—*J. R. Shannon*, p. 113.

Junior High: How Valid Are Its ORIGINAL AIMS?

By

CLARENCE E. HOWELL

FROM TIME to time there has been considerable speculation among school administrators as to just how many of the original objectives of the junior high school were still legitimate, how many were outmoded, and what new ones, if any, might have arisen.

To obtain some definite light on this matter, selected junior-high-school administrators in more than 100 different cities and communities of the United States were asked to indicate their opinions of a group of aims and purposes.

These aims and purposes were compiled from a voluminous study of junior-high-school texts and articles dealing with the subject from the time the junior high school was conceived.

Administrators were asked to distribute

their votes under the four headings, (1) As Valid As Ever, (2) Less Valid Than Before, (3) No Special Value, (4) No Longer Valid. We hoped by this means to provide enough options to cover any important differentiations in opinions.

It should be noted that the returns indicate a decreasing importance assigned to some aims, whereas others are not greatly affected. Considering the age of the junior-high movement, and the economic and social changes that have taken place, it may be thought surprising that the vote is as favorable as it is.

Between the two extremes of "As Valid As Ever" and "No Longer Valid" there are fluctuating evaluations which are capable of various interpretations. It seems particularly noticeable, however, that most of the original aims are still considered of value, very few of them receiving a definitely negative vote.

The strongest reactionary tendencies, judged by a positively negative vote, seem to be against these aims:

- (a) "To effect economy of time in education."
- (b) "Vocational training for those who must leave early."
- (c) "To retain pupils in school longer."
- (d) "A compulsory club program."
- (e) "Promotion to the junior high school by age rather than by progress."
- (f) "Grouping pupils according to their rates of progress."

Considering these in their order, the following comments may be pertinent:

Item (a). It may well be that the junior high school has fulfilled its original purpose for economy of time in education, and

EDITOR'S NOTE

How many of the original, accepted objectives of the junior high school are now questionable in the light of experience, and how many have stood the test of time? The opinions of more than 100 selected junior-high-school administrators in various parts of the country were obtained by Mr. Howell for this study. The administrators were asked to rate 45 of the original aims—and here are the results. Mr. Howell, former director of research of the Trenton, N. J., Public Schools, now is instructor of mathematics in Central High School in Trenton.

therefore its functioning leaves no apparently existing need for such usage.

Item (b). The practicality of vocational training for pupils as young as those of junior-high-school age has always been debatable. If there is any such instruction it should probably be of a pre-apprentice or informational type, although some junior highs may have enough over-age boys to merit special consideration as definite trainees.

Item (c). Perhaps the national tendency to raise the age of compulsory school attendance explains the decreasing importance attached to the need for retaining pupils in school longer.

Item (d). From the beginning of the junior-high-school movement there has existed more or less divergence of opinion regarding a compulsory club program—in fact, as to the value of any club program at all. Where the teachers are sold as to its worth it seems to work well, but where it is merely kept alive in a perfunctory manner it drags out into nothingness.

Item (e). Conjecture may run riot as to just why promotion to the junior high by age rather than by progress is falling off in favor. Certainly somewhere in our educational system achievement should commence to take precedence over the mere fact that one is alive and growing older each day. However, we would least expect it

to happen as between the elementary school and the junior high, during those early adolescent years when the strongest array of arguments may be mustered for keeping a boy in his own age group. Has the junior high school simply grown tired of receiving these over-age pupils, or has it failed to appreciate the problem, and to handle it adequately?

Item (f). The unfavorable response toward grouping children according to their rates of progress seems somewhat contradictory to that against promotion by age. If neither age nor rate of progress is to be the basis for promotion, what shall it be? We need a clarification of this particular problem.

The opinions of such a representative group of administrators, who are scattered throughout the country, are worthy of weighty consideration.

A careful reader may find many other questions arising out of a perusal of the detailed vote as shown.

If we consider these returns as a whole, plus the fact that these representatives from more than 100 different communities were requested to suggest any new or additional aims or purposes for the junior high school, with no appreciable response, we may well conclude that the original aims and purposes of the junior high are still valid and acceptable with only a modicum of change.

HOW THE VOTES WERE CAST

(A per cent distribution of the replies received from more than 100 different cities and communities scattered throughout the United States.)

<i>Aim or Purpose</i>	<i>As valid as ever</i>	<i>Less valid than before</i>	<i>No special value</i>	<i>No longer valid</i>
1. To provide a suitable environment for children 12 to 16 years of age	96	4	zero	zero
2. Exploring interests, abilities, and aptitudes of those ages	90	9	1	zero
3. Exploring the major fields of human endeavor	84	16	zero	zero
4. Adapting training and education to individual needs and interests	93	6	1	zero

<i>Aim or Purpose</i>	<i>As valid as ever</i>	<i>Less valid than before</i>	<i>No special value</i>	<i>No longer valid</i>
5. Continuing integrating education in a diminishing degree	69	24	5	2
6. A more gradual transition from elementary to secondary grades	79	13	5	3
7. To democratize the school system	78	14	5	3
8. To effect economy of time in education	38	26	28	8
9. To provide for socialization	82	14	4	zero
10. Vocational training for those who must leave early	39	34	14	13
11. To help the individual to find himself	92	6	2	zero
12. To check retardation among the pupils	60	25	15	zero
13. To retain pupils in school longer	58	26	9	7
14. To assist pupils to choose their life careers	69	21	7	3
15. To enable more suitable methods and materials of teaching to be developed	78	16	5	1
16. To develop social situations calling for pupil responses	87	12	1	zero
17. Better coordination and articulation between elementary and secondary education	83	13	4	zero
18. To ascertain and reasonably satisfy important inner and assured future needs	72	20	5	3
19. To start each pupil on a career most likely to be of profit to him and to the state	48	34	14	4
20. Pre-adolescent and late adolescent years to be taken care of in other schools	68	27	4	1
21. A separate building for junior-high-school years	86	10	2	2
22. Enrolment limited to grades 7, 8, and 9	74	19	4	3
23. Gradual departmentalization of academic subjects	69	16	11	4
24. Promotion by subject rather than grade	69	15	11	5
25. A compulsory club program:				
(a) extracurricular	21	21	29	29
(b) a part of the curriculum	43	24	17	16
26. Hospitalization or rehabilitation classes	64	24	7	5
27. Promotion to the junior high by age rather than by progress	66	16	10	8
28. Short trials in various activities to determine abilities	53	31	12	4
29. Informative and exploratory courses	78	17	3	2
30. Planned visits to industries, businesses, professions, etc.	74	17	5	4
31. Grouping pupils according to their rates of progress	59	24	11	6
32. Caring for individual differences in the various subjects	91	7	2	zero

<i>Aim or Purpose</i>	<i>As valid as ever</i>	<i>Less valid than before</i>	<i>No special value</i>	<i>No longer valid</i>
33. Special care for the retarded pupils	91	8	1	zero
34. Special care for accelerated pupils	89	7	4	zero
35. Ease of transfer between courses and subjects..	73	16	10	1
36. Analysis and correction of deficiencies in the fundamentals	87	9	2	2
37. Participation of pupils in school governmental activities	93	7	zero	zero
38. Pupil organizations self-organized and governed	81	11	6	2
39. A system of homerooms for administrative and integration purposes	89	9	2	zero
40. Employment and occupational information for wise choices of careers	72	22	5	1
41. Some form of the socialized recitation	77	20	2	1
42. Gradual introduction of the subjects-election system	83	16	1	zero
43. Physical diagnosis and remedial work for individuals	96	4	zero	zero
44. Elementary and senior high collaboration upon the needs of the early adolescent in junior high	89	7	4	zero
45. Facilities for pre-vocational training	78	14	7	1



Heavy Note Writing Clears Classroom Atmosphere

A seventh- and eighth-grade class in a Cape May country school probably holds the all-time record for writing personal notes. And teacher not only approves, she encourages the communiques.

As a matter of fact she has expanded on the idea. Now everybody writes notes—teacher, pupils, and parents.

It began four years ago when Mrs. Anna B. Loveland of the Dennisville School in Cape May County noticed "one of those epidemics of note-writing so common to adolescence." She suggested the youngsters write notes to *her* about what was troubling them.

They did, and she discovered to her surprise that a lot of classroom problems could be handled through notewriting. For one thing extraneous interruptions disappeared; any comment that didn't interest the rest of the group was to be dropped on teacher's desk on paper. "May I leave early today? I have an appointment at the dentist? . . . How many book reports have I given?"

More important, shy adolescents who "froze up" when asked to talk in class confided in the teacher freely on paper, had a chance to present their sides of the story when there was a "discipline" problem. . . .

When a pupil drops a note on the desk, Mrs. Loveland glances at it, jots down a reply, or nods yes or no if an immediate answer is necessary. She may initiate an exchange: "Could you work more quietly? . . . Are your references ready?" A series of notes to a girl making another girl unhappy by thoughtless, unfriendly treatment brings about a better understanding by the child of her actions, a promise to be kinder.

Sometimes teacher builds morale through notes: "I like your dress. Mother make it?" And at the close of a hard day teacher's morale is considerably lifted when she finds on her desk in the empty classroom: "I had such a nice day. Have a pleasant evening."—LORNA GOVERMAN in *New Jersey Educational Review*.

“Why Should I Earn THEIR ILL WILL?”

By
RUTH BRIGGS

THIS WAS a teacher's reply to a colleague's complaint about the actions of some unruly boys. It would be interesting to know how many teachers have this attitude toward the most unpopular of their duties—"discipline."

"Discipline" may suggest something Prussian or call to mind a martinet who insists on perfection to an unreasonable degree. Half-digested theories of "progressive" education may make it seem undesirable. "A good disciplinarian" is an old-fashioned description of a teacher. Since the term guidance is now in greater favor, we might say that those who, rather than risk a pupil's anger, allow him to persist in wrong patterns of conduct, are neglecting their guidance duties. Neglecting discipline might be, in the minds of some, a sign of being modern, but neglecting guidance really sounds negligent.

If the manner in which the correction is given is the cause for pupil resentment, it is within the teacher's power to change the situation. If it is because of the carry-over to school of attitudes built up in the home, more effort will be required. Teachers taking the line of least resistance with undisciplined pupils are imitating the very parents who started the problem in the first place. Children who always get their own way can be expected to be petty tyrants to whom any thwarting of their wishes seems an enormity.

For some boys resentment toward correction may come because having "put things over" on teachers is a common occasion for boasting on the part of the Ameri-

can male, even to middle age. If one of Dad's favorite stories tells how back in Central High in 1925 he used to have them all in stitches at the tricks he played on Miss X, Junior may think he is being cheated of part of his birth right if he is not given the opportunity to lay by material for similar reminiscences.

A discipline-avoiding teacher's attitude may or may not be the result of the present wave of pity for teachers. "Why should I earn their ill will?" might be asked with the emphasis on "I." "Why should I be the goat?" Or the emphasis might be on "Why," implying that there is no reward for this extra burden. There is even a possibility that conscientiousness may be punished, by the ill will of the pupil or parent, and even, in some schools, of an administrator. Probably nowadays the chief implication is, "If I were as well paid as factory workers or truck drivers, I might feel more like doing some of this dirty work."

This election year brings an ever-present consciousness of politics. Constantly we hear or read of someone in a high place playing politics when we wanted him to be guided by principles. In the great contest between politics and principles the latter are almost beaten to death. But it isn't the professional politicians who are responsible for the victory of politics. Even in the schoolroom it is possible to take a political line of action, to be guided by what will avoid displeasing others rather than what is right. A teacher may be just as politically minded as anyone in state capitol, county courthouse, or city hall. That

EDITOR'S NOTE

Many teachers, Miss Briggs has observed, want to be popular with their students at all costs. And usually one of the chief costs is bad discipline. Miss Briggs thinks that some teachers should stop acting like air-line hostesses and tip-seeking waiters, and set an example of character for their students. She teaches in Munhall, Pa., High School.

his rewards are petty ones does not discount the fact that his guiding motives are political.

In the days of rationing, a *CLEARING HOUSE* article¹ lamented the negative kind of character education some pupils received at home from their cheating parents. Some are getting a negative kind of character education in school, too, from over-zealous followers of Dale Carnegie on the faculty, who believe the first commandment is to be popular and to offend no one. One must seize every opportunity to praise. If nothing praiseworthy has been done, pretend that it has. If, while carrying out this pretense, you even have a suspicion that some pupil is practically laughing in your face, get rid of it. If corrections must be administered—perish the thought—be sure to precede them with compliments.

If, for instance, you have worked at the school late some evening and come out to find some young hoodlum throwing rocks through the windows of the school building, say to him, "That's a fine curve, Johnny, but don't you think you should save it for the baseball diamond?"

Teachers whose action is paralyzed by a fear of being unpopular with pupils are a fitting part of American society today, where judging by advertising, people live in

¹ Henry F. Werner, "Character Education in Reverse," *THE CLEARING HOUSE*, December 1945, pp. 212-13.

mortal fear of such things as the frowns of filling-station attendants. Advertisers have to reassure them constantly about the friendliness of these workers. If gasoline were purchased chiefly by women, it could be concluded that the advertiser's reiterated description of the friendliness of the young man at the gasoline pump was just another instance of the use of the well-known selling device of sex appeal. But even without statistics it is safe to assume that more men than women drive in to oil stations. Why do they have to be led to think that the attendant wears a perpetual grin? Let us brace ourselves to consider something truly horrible, being supported by the realization that it won't necessarily happen, but let us be brave enough to face it—*what if that filling-station attendant should frown?*

What if a teacher should annoy some anti-social youngsters and even their parents? His acts are not performed in a vacuum. Other pupils are conscious of what is going on. In the same class with the sullen lout, the "spoiled" child, or the exhibitionist, are those who will actually thank you for a correction. They are the ones who realize what school is for. Do we not owe them some consideration? They can scarcely be expected to be filled with admiration for the teacher who aids and abets those who pervert the school's purpose. Thus, while avoiding the ill will of the least worthwhile, may a teacher not more certainly be earning the contempt of those whose approval would be more flattering?

We hear so much about young delinquents, their negligent parents, and broken homes, that we have a tendency to forget the normal children coming from sound homes where parents have been on the job. To make them live in the schoolroom atmosphere generated by the undisciplined child and the fearful teacher is comparable to putting them back a few grades.

The present period of inflation has brought about a financial situation in many

school districts where it is a real struggle to get the necessary funds to keep the schools operating, as teachers know only too well. Very often, in spite of the struggle, teaching is done at a financial sacrifice on the part of the teacher. Shall this struggle and sacrifice merely provide a place of entertainment, with the well-adjusted pupils as the spectators of the battles between the teacher and the problem pupils?

A school can build up an attitude of appreciation by most of its pupils for necessary behavior guidance by some concerted action on the part of the faculty in spreading the idea that it is easier for the teacher to overlook than to scold, and that he makes an extra effort in every case of discipline.

The pupils who require this extra effort are doing it at the expense of the group. If they need it, and receive it, they should be appreciative. Build up the conception that teachers do not enjoy correcting pupils, but are performing an unpleasant duty by so doing—for the sake of the pupil—for which common sense and good manners would indicate that he be grateful. Above all destroy the idea that failure to correct is proof of liking or correction of dislike.

If you like your philosophy in capsule form, why not try substituting occasionally for "Why should I earn their ill will?" the question, "Am I a man or a mouse?" Or if that one won't fit, how about "Am I a woman or a worm?"

"IN MY OPINION . . . "

This department will appear from time to time. Readers are welcome to express their opinions pro or con on anything that appears in THE CLEARING

HOUSE, or to comment on current problems of secondary education. We shall publish as many letters, or excerpts from letters, as space allows. ED.

No Junior-High Psychosis

To the Editor:

I hereby take issue with Aaron Goff's article, "Junior High School Psychosis," in the May 1948 issue of *THE CLEARING HOUSE*. Having spent equal amounts of time in both junior and senior high school fields during the past decade, I find little to support Mr. Goff's contentions.

It is my belief that most teachers are teaching in the junior high school today because they definitely chose that level of work. They are neither inflated elementary teachers nor deflated senior-high-school people. Of course, many have had basic experience in elementary-school work, but that is as it should be. If more senior-high teachers—and college professors, too—had had a little basic teaching experience in the elementary school they would be far better teachers today.

Following the progressive elementary school is the modern junior high, based on the philosophy of "exploration, orientation, experimentation, activity, and emphasis on social development." The modern junior high school, as a new and growing organization, is subject to many criticisms, yet it is not handicapped, as many senior high schools are,

by an overload of subject-matter specialists. Today only a few of the conventional senior high schools are wearing the modern look in education.

It is true that we need more attention to adequate preparation of junior-high-school teachers. But, by and large, the junior-high and elementary-school teachers are meeting the needs of the individual pupil in a much better fashion than the conventional high school. Junior-high teachers may appear frustrated simply because they realize the shortcomings of their present efforts to meet the personal and social-growth needs of the pupils. On the other hand, the teacher in the conventional senior high school may appear calm and serene because he is too busy teaching subject matter to notice the problems of a pupil.

Perhaps, in a sense, Mr. Goff has escaped to the calm and serene field of simply "teaching subject matter to senior high students." Only let him beware lest he go to seed amidst the green pastures and become just another subject-matter specialist.

*R. W. Romans, Prin.
Central School
Golden, Colo.*

Thornburn Teachers Rated on THEIR OWN TERMS

By MARY ALICE KEIGHIN

TO THE SCHOOL administrator falls the task of determining what teachers are worth. Putting it less bluntly, let us say that a school principal must decide who is superior, or average, or poor. He has to do this, even though he may feel grossly incompetent and though he may dislike the chore.

He is forced to rate teachers, if for no other reason than that of supplying information on blanks sent him by teacher placement agencies, colleges of education, and other individuals and organizations desirous of learning "how the teacher rates."

EDITOR'S NOTE

What constitutes a good teacher? Various principals have different ideas about the points upon which a teacher should be evaluated, and the relative importance of those points. And the teachers involved may approve of the principal's ideas on the matter. But when A. H. Lauchner, as principal of Thornburn Junior High School, Urbana, Ill., rates faculty members, he does it with the comfortable knowledge that the faculty itself developed and approved of the criteria he uses. From lists turned in by all teachers in the school, an evaluation committee, chosen by the faculty, worked out the rating-point list which accompanies this article. Miss Keighin was chairman of the committee, whose other members were Bernadine Hettinger and Esther Ewald.

In the spring of 1947 the Urbana public school system adopted a new salary schedule which authorized the organization of an evaluating committee. The primary function of this committee is to pass judgment on recommendations for added increments for members within the system. Such recommendations are to be made by building principals.

Following the adoption of this salary schedule calling for an evaluating committee, the principal of Thornburn Junior High School requested the teachers to elect three of their members to serve as a school committee. They were asked to compile the composite ideas of the staff on the subject of "What Constitutes a Good Thornburn Teacher."

The actual work was done in the fall of 1947. It was a cooperative affair. Each teacher prepared a list of those qualities which he or she deemed important. These lists were then studied by the committee.

The content suggested four headings: (1) The teacher himself (herself), (2) The teacher within the school, (3) The teacher in the classroom, (4) The teacher in the community.

The committee brought its work before faculty members for critical revision. The resulting list of qualifications was then voted upon secretly by the entire staff to determine where each would place special emphasis. The final report was turned over to the principal, who will use the suggestions in principal-teacher conferences and as a guide in making recommendations to the evaluating committee of the entire school system. The project was a coopera-

tive affair between the faculty and administration of Thornburn Junior High School; it was a venture in understanding.

This is what members of the faculty prepared and placed in the hands of the school principal:

A. The teacher himself (herself):

1. Cultivates a spirit of friendliness.
2. Is personally attractive, dresses neatly and appropriately.
3. Is fair and honest in dealings with others.
4. Is loyal—to the community, to the school, fellow-workers and the students.
5. Cultivates discretion of speech.
6. Possesses a sense of humor.
7. Exerts self-control.
8. Keeps promises.
9. Is sincere.

B. The teacher within the school:

1. Is punctual at all times.
2. Reads bulletins carefully and carries out instructions.
3. Cooperates cheerfully with administrators and colleagues.
4. Assumes a full and regular share of (a) hall duty; (b) leaves library in readiness for another group; (c) takes a turn at office duty; (d) serves on committees.
5. Sends reports, grade sheets, etc., to office promptly.
6. Shows interest in school activities—curricular and extracurricular.

7. Is willing to give legitimate counsel or help to students.

C. The teacher in the classroom:

1. Maintains good order (frequently through "an ounce of prevention").
2. Possesses a wealth of subject-matter—which he, or she, presents skillfully, ideally, with a maximum of pupil thought and activity and a minimum of teacher participation.
3. Exercises fairness in opportunities for classroom participation.
4. Radiates a contagious enthusiasm, thereby creating student interest in the field of study.
5. Makes assignments specific and clear.
6. Is sympathetic and helpful and recognizes individual differences.
7. Relates new ideas to old and applies them to present-day problems.
8. Cultivates a pleasing voice and clear enunciation.

D. The teacher in the community:

1. Cultivates the friendship of the parents of the pupils.
2. Informs parents of the successes of their children as well as the failures.
3. Maintains high moral standards and attempts to be an example of that which the pupil is expected to be.
4. Becomes a part of the community by participating in its activities, such as church, clubs, lodges, and professional organizations.



Local Myths and Manias

Actually, our constant protest that we want a better education than our own for our kids is a lie. What we really want them to be is a carbon copy of our inadequate selves. Let any child in America begin to get an even slightly better education than that of his parents—a little more knowledge, some newer ideas, a lessening of prejudices and superstitions or some trifling increase of tolerance—the

furious parents charge down to the schoolhouse with the questions: What are you trying to make of my child? A communist? A sex fiend? An Atheist? The teacher—and therefore the schools—is less an agent of enlightenment than of propaganda for whatever myths and manias are locally in vogue.—PHILLIP WYLIE in *Cosmopolitan*, quoted in *The Journal of Arkansas Education*.

Questionnaire Determines CLUBS *for the YEAR*

By

GLENN W. DURFLINGER

ONE OF THE MANY problems confronting the principal or extracurricular supervisor of most junior and senior high schools is: "Which clubs shall we have this year?"

This problem is particularly pertinent for the new high-school principal because of his desire to inquire into and become acquainted with every phase of work existing within the school. In the small to medium-sized high school there is always anxiety on the part of the principal concerning the ability or willingness of the new teachers in the system to carry on with the previously established clubs in the school.

Then there is the question as to what particular clubs the students in school each year will want to organize. In the large school system one can usually depend upon student interests remaining fairly constant from year to year. However in the smaller school a club may exist for a year or so and then die because of lack of interest.

This whole problem, with all of its ramifications, confronted the author and his faculty in a small midwestern high school. The student body is composed of students who compare almost identically with similar high-school groups in this section of the central states in natural ability, achievement and socio-economic status of the parents.

It had been an administrative policy in past years to encourage the formation of clubs when there seemed to be sufficient student interest to assure their success from the point of view of the numbers in each club and where there is a member of the

faculty who is capable and willing to sponsor the clubs. Assured of a large enough number of students to make a club, and of a faculty sponsor, any group can organize a club by drawing up a constitution and securing the approval of the student council and the high-school principal.

At some time in the past eight years each of the following clubs had been approved in this high school: Latin Club, Marionettes, Science and Mathematics Club, History Club, Photography Club, Rifle Club, Dramatic Club, Home Economics Club, Pep Club, Lettermen's Club, and C.C.C. or Checker, Chess, and Camelot Club.

At the beginning of the school year the high-school faculty and principal faced the problem of how to conduct the club program during the year. There was the criticism from both students and teachers that there had been too many clubs. Some expressed the point of view that the clubs did not meet student interests. Typically, too, some few students held the offices in all clubs. Students wanted to join two clubs which met at the same hour.

There was a strong sentiment within the faculty for going to the root of the problem. They discussed it from several angles. It was readily agreed that clubs should be limited in number and should be an outgrowth of pupil interests, that every pupil should find some one of the student organizations fulfilling a need and satisfying an interest, and that the faculty member most interested in each club should sponsor it.

The immediate problem was to determine the interests of the pupils. It seemed

logical that student interests and needs should be embodied in the objectives of the clubs and activities which were organized. It was the opinion of the faculty that, not only would it be useful to know what interests were present, but also what urges there were which the pupil probably had not recognized. It seemed reasonable that the objectives of each club could be broken up into specific activities.

The interest of each student in these separate activities might be ascertained through a simple-answer questionnaire. Thus a faculty could determine immediate, if not remote, interests in club activities. This was done. These units of club objectives were repeatedly broken down in order to find simple acts which might signify unsatisfied interests.

Each faculty member was asked to hand to the principal a list of certain club objectives and ten activities or interests about which would center the work of any club that he or she would be interested in sponsoring or willing to sponsor during the year. From this cumulative list the questionnaire was framed. This questionnaire or personal-interest sheet called for the student's expression of his liking, disliking, or indifference to, specific activities which would determine the objectives of the clubs that it was possible to have.

In formulating the interest sheet or questionnaire it was considered advisable to mix the specific activities of the clubs, so that no two in succession would refer to the same club. One means of checking the validity of our interest sheet or perhaps actually of determining the need for it was to include also a list of clubs. Each name in the list was to be checked if the student had an interest in becoming a member of that club and not checked if there was no desire to be a member.

This mimeographed questionnaire was presented to the students and filled out during assembly period. In order to keep

as nearly uniform as possible the explanations and reasons for the questionnaire and instructions in filling it out, the assembly period was used in preference to the homeroom. One explanation by the principal was used in preference to many explanations with varying enthusiasm and emphasis in all the homerooms.

The recorded likes or dislikes of the students were tabulated on a master list composed of the same items found in the questionnaire, but listed under the clubs whose activities they represent. From these lists a committee of the faculty and students selected the clubs which were to be a part of the extracurricular program during the year. With a limited enrollment, of course, it was impossible to have all of the clubs whose activities interested some few students. When the various activities of a club commanded the interest of as many as twelve students, that club was organized by those interested students with the approval of the principal and the student council.

The procedure resulted in the organiza-

EDITOR'S NOTE

In a small high school, Mr. Durflinger says, the student body isn't large enough to stabilize club interests from one year to another. As acting principal of Thomas High School, Kearney, Neb., he developed the plan of an annual poll of student interests to determine the clubs most wanted. Under this system, last year's clubs have no standing in the new school year unless they get a certain minimum of votes. Teachers also are given an opportunity to shift their sponsorships. Thus the club program stays fresh and active. Mr. Durflinger is now associate professor of education in Santa Barbara College, University of California, at Santa Barbara.

tion of ten good, active clubs. They continued to function throughout the year. The same procedure was followed in planning the club program the following fall, and seems to be worth repeating each year.

The club questionnaire follows:

CLUB QUESTIONNAIRE

(Opposite each item were the letters L, I, and D. Students were asked to draw a circle around L if they were interested in the activity; around I if they were indifferent to it; and around D if they disliked it.)

1. Listening to travel talks.
2. Learning about the possibilities of television.
3. Learning to play checkers.
4. Supporting a school pep club.
5. Reading novels.
6. Discussing books you have read in a club.
7. Reading books on the lives of great men and women.
8. Taking part in a debate.
9. Using a camera.
10. Writing letters to high-school students in foreign countries.
11. Learning to play chess.
12. Looking at the *National Geographic* magazine.
13. Arguing political questions.
14. Making a survey of your city.
15. Collecting stamps or coins.
16. Experimenting with radios.
17. Learning to play camelot.
18. Reading books on travel.
19. Listening to intelligent discussions of current events.
20. Making a study of our water supply.
21. Reading tales of heroism.
22. Experimenting with high-voltage electricity.
23. Writing for the school newspaper.
24. Taking part in historical plays.
25. Listening to debates.
26. Experimenting with chemicals.
27. Making model airplanes.
28. Making a collection of interesting snapshots.
29. Taking part in a group discussion of current events.
30. Making a school garden.
31. Knowing something of the history of an old fort located nearby.
32. Learning how to calculate with the slide rule.
33. Sculpturing in soap.
34. Seeing pictures or articles from a foreign country.
35. Experimenting with X-rays and vacuum tubes.
36. Scanning the news magazine *Time*.
37. Making model boats.
38. Making field trips to places of scientific interest in your city.
39. Seeing historical movies.
40. Learning how to make a puppet show.
41. Studying aeronautics with a group of interested students.
42. Reading about the war in China.
43. Debating before a small group.
44. Listening to book reviews.
45. Making a survey of how your city may make itself more attractive.
46. Listening to dramatic and humorous readings.
47. Taking part in dramatic plays.
48. Taking part in a boys' or girls' chorus.
49. Playing in the school orchestra.
50. Seeing plays given.
51. Joining a group studying interior decorating.
52. Collecting Indian relics.
53. Helping to keep alive the pep in your school.
54. Collecting pictures of the ruins of ancient Greece and Rome.
55. Writing letters.
56. Making our campus more attractive.
57. Learning the essentials of first aid.
58. Taking short hikes and camping trips.
59. Studying woodcraft.
60. Hearing about foreign countries.
61. Taking and collecting pictures of your city.
62. Studying archeology.
63. Finding out more about who originated and developed the different fields of mathematics.
64. Working to make a bigger and better high school.
65. Making a radio set that works.
66. Helping the boys in athletics by attending games and cheering.
67. Learning how to spend your leisure time in playing quiet games.
68. Trying to keep the name of your high school on the map.
69. Taking a field trip to our public buildings.
70. Attending a college.
71. Learning about the history of the quiet indoor games.
72. Considering the welfare of the school rather than the advantage of one student.
73. Solving mathematical problems and puzzles.
74. Getting acquainted with students of other schools through competitions or festivals.
75. Organizing others to carry out practical ideas of general school good.

76. Reading about the early history of the West.
 77. Studying the cost of city improvement.
 78. Reading such magazines as the *National Geographic*.
 79. Listening to a citizen tell of future plans for our city.
 80. Making posters.
 81. Speaking before small groups.
 82. Music from the radio.
 83. Reading myths of Greece or Rome.
 84. Making study of garbage disposal.
 85. Humorous and dramatic readings.
 86. Learning as much as possible about the cost of keeping our city clean and healthful.
 87. Making plans for city improvement and presenting them to the Chamber of Commerce.
 88. Dramatizing plays of your own making.
 89. Recreation at different periods in the day.
 90. Studying the derivation of words.
 91. Studying living conditions in our homes.
 92. Listening to poetry when well read.
 93. Acting out a short scene from some of the great plays before a small group.
 94. Attending moving pictures.
 95. Studying the habits of animals.
 96. Studying international relationships.
 97. Studying or participating in state or national politics.
 98. Listening to radio news commentators.

Check each of three clubs to which you would like to belong.

Lettermen	G.A.A.	Pig
Athletic	Marionettes	Rifle
History	Friendship	Dramatic
Politics	Science	Home Economics
Hobbies	Reading	ics
Archery	Hiking	Science
Glee	Rod and Gun	Boy Scouts
Model Yacht	School Service	Corn
Band	Checker	Stamp
Story Hour	Mathematics	Chess
Canoe	Orchestra	Banjo
Model Airplane	Puzzle	Sketch
Bird	Debating	Typing
Swimming	Coin	Art
Toy	Rowing	Dancing
Town Improvement	Arts and Crafts	Quiz
	Garden	Cooking
Etiquette	Bible Study	Talkers
Mathematics	Photography	Riding
Bridge	Camping	Radio
Parliamentary	Taxidermy	Electric
Modern Language	Latin	Practice
Campfire Girls	Junior Red Cross	Big Sister
Know Your City	Honorary	Pep
Social	Hi-Y	Katz
Joke	C.C.C.	Study
		Wild Life



Thump the Tub About the School's Good Works

How many teachers and superintendents are doing an excellent job unknown to the community they are serving? . . .

There is a lot we can do if only we will give a bit of our minds to it! Where would a certain soup company be, for instance, without "tub-thumping"? The difference between teachers and the certain soup company is that we must be subtle—never be obvious.

Now, for some methods.

Too many schools overlook the splendid cooperation the newspapers will give them. Editors are crying for anything that is news. There is plenty of news in any good school. . . .

And I don't mean items that usually get headed "School Notes." How about that fine project, the special speaker and what he had to say, school clubs, that article or story that got published, the good work of a parents' committee, or the school paper that made sixth place? All these things, and many more are good news and feature stories.

If there isn't a reporter available, try your own hand at writing items. . . .

Get the Mammas and Papas into the school. There are many schemes, such as through P.T.A. and room parties. Ask individuals to do a special job.

Did you know the busiest man in town is tickled pink to be called on to do something for the school? He feels honored.

More important, he begins to identify himself with the school, and it becomes a pretty important place. And don't forget an item in the news about his efforts.

People have a feeling that the room or school that *does things* is a good room or school. Try to have an interesting program, and let the public know the details.

Play up your strong points. Every patron can tick off the bad points about you and your school. But how is he on the good things? Dig them up. Add a few more. Be sure the pupils know about these good points too. They like to be proud of their teachers and their school. And, of course, let the public know.—LELA PUFFER in *Michigan Education Journal*.

Creating a Social-Studies ATMOSPHERE

*Reports on
5 classrooms*

1. *Tapping the Shop Boys' Skills*

By MAX BERGER¹

The academic classes of the Manhattan High School of Aviation Trades are housed in an old converted elementary-school building. As compared to social-studies rooms in new buildings, my room was small and cramped. It lacked bulletin boards and similar appurtenances.

Moreover, the student body, as in most vocational schools, was interested primarily in shop subjects, and not too concerned with social studies. Hence, it was particularly important to provide a social-studies atmosphere which would stimulate student interest.

A program based upon the utilization of the students' manual interests and aptitudes was mapped out on an experimental basis. A class committee constructed bulletin boards from beaver-board found in one of the shops. Another group fastened these to closet doors and open wall spaces.

But this was only the beginning. The usual type of bulletin-board material, consisting of pictures, printed material, and miscellaneous clippings, had little appeal to our students. Hence, we determined to make up our own bulletin-board materials. Once again the manual interests of the students were called upon.

Every student was requested to make a poster or model based on some topic or theme related to his social-studies course.

¹ The classroom which Mr. Berger describes is in Manhattan High School of Aviation Trades, New York, N.Y. Recently he was appointed First Assistant in Academic Subjects at Murray Hill Vocational High School, same city.

The student had wide latitude in his choice of theme, working media, and mode of expression. Ample time (two months) was allowed for the completion of the first project in order that the students might have sufficient time to mull over their ideas, do whatever research might be necessary, and work out their plans. All work, except for the preliminary planning, was done at home.

The results exceeded all expectations. Models and dioramas turned in were made of cardboard, balsa wood, clay, aluminum, plaster, and plexiglas. One student who had worked in a commercial enameling plant received permission for using plant facilities for making a huge baked enamel portrait of Lincoln.

The subjects chosen revealed great ingenuity. They included replicas of ships, planes, machines, ancient or historic buildings, as well as innumerable contrasts of past and present life.

The great majority of students, however, preferred to make posters. The more talented drew cartoons and sketches illustrating famous historic incidents or basic attitudes in the social studies. The work was for the most part original, although some was derived from illustrations found in texts or supplementary readings. Those who lacked talent along these lines drew graphs or lettered charts.

The final products were amazingly good. The students themselves were surprised at the excellence of their efforts. Some of the

cartoons and posters were good enough for commercial reproduction.

A student committee selected the best posters and arranged them on the newly-built bulletin boards. Not only did these brighten up the room, but the effect was cumulative in that each completed job spurred other students to do better. As newer projects were turned in, the older ones were replaced or rotated.

Aside from their decorative quality, the projects proved of great value as teaching aids. Students were proud of their own work and interested in that of their classmates. As a result, this interest could be chan-

nelized along instructional lines. The posters provided excellent material for motivations, summaries, applications, and visual aids. Moreover, many students who had never previously displayed any interest in the social studies began to do so—particularly in the field of their own project, of course.

By providing a social-studies atmosphere based upon the students' own creative work, the room decorations took on a triple significance. They spruced up the room; they provided a stimulating social-studies atmosphere; and they became an integral part of the learning process.

2. *Thematic Poster Displays*

By SAUL ISRAEL²

A room attractively decorated with posters on social-studies topics serves a number of useful educational purposes. Such an atmosphere furthers interest in the subject, provides an artistic visual appeal, furnishes information supplementary to textbooks, and helps to give training in the interpretation of graphic information.

Whenever possible, I have endeavored to have posters center about certain unitary themes to correlate with curriculum topics or current affairs. The following are among the themes which I have found most useful in the past:

The United Nations. The UN Department of Public Information at Lake Success, New York, will supply posters showing flags of the UN, the charter and preamble of the UN, and organs of the UN. The UN likewise has a magnificent group of illustrations showing documents of liberty from different members of the UN such as U.S., England, France, Norway, Poland, and the Netherlands. The Department of State in

Washington has a good series on various phases of the structure of the UN.

Tolerance. Scholastic Publications, New York City, has a display of posters on tolerance with quotations from national figures like President Truman, Eisenhower, MacArthur, and Nimitz as well as from popular entertainers like Kate Smith, Danny Kaye, Bob Hope, Bing Crosby, Spencer Tracy, Judy Garland, and Frank Sinatra. The Council Against Intolerance in America has a valuable poster which can be used in connection with the teaching of immigration to show the contributions of various ethnic groups to our country. The Institute for American Democracy, New York City, has a number of dramatic posters on tolerance which have been used on billboards throughout the nation.

The Good Neighbor. The National Railways of Mexico and the Mexican Tourist Association have colorful posters on folk scenes from towns like Taxco, Oaxaca, and Patzcuraro. Consulates of various Latin American countries can direct you to additional materials. The British Library of In-

² Mr. Israel teaches social studies in Erasmus Hall High School, Brooklyn, N.Y.

formation, New York City, has a series of posters showing scenes of the British countryside with large sepia photos of Warwick, Canterbury, Rochester, and Margate.

Foreign Trade. The Department of State has an informative series on economic co-operation dealing with the International Trade Organization, the evils of cartels, and the value of multilateral trade.

Heroes of History. Various pictorial and photo services can supply these. I have one group of photos of Socrates, Gutenberg, Pasteur, Livingstone, Nightingale, Franklin, Washington, Lincoln, Wilson, and FDR. I have also used sketches of Paul Revere, Franklin, Washington, Monroe, Lincoln, Theodore Roosevelt, Wilson, and Twain.

Social-Studies Skills. One important problem that history teachers have is the devel-

opment of a time sense. Two publishing houses, Ginn and Co. and Silver Burdett Co., put out time charts in connection with their texts in ancient and medieval history. To help students interpret economic data, I have used a monthly publication, *Graphic Trends*, published by the First Wisconsin National Bank of Milwaukee. Graphs showing indexes of industrial production, cost of living, national personal income, department store sales, employment and payrolls, rural sales, freight car loadings and similar data are invaluable.

I have indicated here a few of the possible ways of utilizing the poster in social-studies classrooms. Nearly all the sources I've mentioned supply free materials, but it is possible that some of these items might be out of print since my use of these goes back a few years.

3. Exhibits Must Be Pupil-Made

By JOHN B. LEARSON*

"Social Studies? You mean social slush, don't you?" remarked a bright-eyed pupil as he passed along the school corridor. Social slush indeed! Many pupils today so label the social studies because all too often they have little opportunity to contribute toward any substantial individual or group accomplishment.

The most expensive and skillfully arranged maps, charts, and pictures often do not create *per se*, social-studies atmosphere for the pupils. For several years I have noticed that pupils are blissfully unaware of teacher-made exhibits featuring historical pictures, maps, and newspaper and magazine clippings of the most interesting kinds. It has been my experience that even mediocre pupil work is better than teacher-made exhibits—but even this type of work is not

always sufficient to maintain pupil interest at a high level.

The only exhibit work that catches the eye and challenges the imagination of modern youth is pupil work that is so striking that it will hold their respect throughout the school term. Each year I submit to my pupils several experiments to be done jointly in our "laboratory" and outside the classroom. The aim of these efforts in American history and civics is two-fold: mastery of social-studies skills and contribution of attractive work.

This past year our laboratory gained atmosphere by the addition of three useful exhibits:

1. Newspaper photographs and a magazine article describing a group effort of two of our classes of ninth-graders who conducted a public opinion poll of one thousand persons on three current problems.

*Mr. Learson teaches social studies in Levi F. Warren Junior High School, West Newton, Mass.

2. Several hundred clippings of political cartoons taken from such newspapers as the *New York Times* and the *New York Herald Tribune*, *Christian Science Monitor*, and Boston papers. Each pupil was required to interpret three cartoons and explain each to a committee of pupils. Students with a flair for art contributed original cartoons and caricatures of American politicians.

3. Pupils with artistic talent contributed dozens of drawings of past and contempor-

ary political personages. Four of these drawings were thirty by twenty inches and were so admired by all of our classes that two boys volunteered to frame them. We now have four framed drawings and several dozen others suitable for permanent embellishment of our room.

These few evidences of pupil work gave to our social-studies room an atmosphere of pupil accomplishment that made our job of living together easier and more pleasant.

4. *Variety in Exhibit Materials*

By ETHEL M. MOSS*

As students enter my social-studies classroom, they see on the back blackboard the flags of many nations put on with colored crayons. They see pictures of some old English houses, of the Roman Forum (since many of our laws and ideas of government as well as a large per cent of our language come from the Latin), and of Wendell Willkie (as the author of "One World"), hanging on the wall.

At the far end of the back wall there is a bulletin board on which there are typed bibliographies of biography, fiction, and non-fiction books for outside reading for American History in the eleventh grade. There is a brief description of the subject matter after each title and there are red asterisks before the titles of the books which we (teachers and students) think are especially interesting and valuable.

If a book is in our own high school library, it has a typewritten asterisk before it. If it is in the city library, it has a blue-pencil asterisk before it. We also have suggested subjects for term projects and a sample bibliography to give the students the proper form which is supposed to be uni-

form throughout the high school.

On the other walls there are pictures of George Washington, Thomas Jefferson, Abraham Lincoln, Theodore Roosevelt, Woodrow Wilson, and Franklin D. Roosevelt. There are also colored reproductions of "Old Ironsides" and of a beautiful painting of Cannes on the Mediterranean.

On a long table next to my desk, I have the Headline Books, Public Affairs Pamphlets, the *American Observer*, *Free World*, the best issues of *Omnibook*, *the Reader's Digest*, *Life*, *Coronet*, *Foreign Policy Reports*, and occasionally copies of some other magazines that are especially good. There are folders containing pamphlets, magazines, and clipped articles on many important subjects, such as the League of Nations, the United Nations, Capital, Labor, Irrigation and Power Projects, and also Cartels.

On another bulletin board we have bibliographies for the senior courses—Senior Problems, Junior Statesmen, and International Relations. I believe that our commercial future lies in the Orient, and I also believe that we must learn to get along with Russia and persuade her to be fair in dealing with us if we are to save our present civilization. So I have very complete lists

*Miss Moss teaches social studies in Santa Barbara, Cal., High School, and is sponsor of the Santa Barbara chapter of the Junior Statesmen of America.

of books and pamphlets on China, Japan, Russia, India, and Burma, from which my senior students read widely.

Two book cases contain many books, magazines and pamphlets which are valuable for social studies. There are wall roller maps of North America, the United States, China and India and Russia, a world map, and one of Central and South America.

There is a bulletin board on the north wall which is the center of attention in the room. I always have a large picture noted for beauty, or special interest at that time,

in the center at the top. Then I have other pictures, cartoons, and articles which are pertinent and pointed, beautiful, interesting, or funny.

In other words, I try to give students the "world in little," and I am very much pleased to see them look promptly toward that board when they come into the room. It takes a great deal of time to prepare such materials, but I think we definitely have a social studies atmosphere which predisposes the students to give the best they have to the group and to the course.

5. *The Wall of the World*

By WENDALL HANER⁵

In the social-studies courses taught by the writer at Ravinia School, Highland Park, Ill., current events were discussed during part of almost every class period, and for a whole period about once a week. This emphasis set the tone of the classroom's decorative scheme, which can be shown in action as follows:

As students enter the social-studies classroom, they are greeted by the colorful "Wall of the World." In the center of the wall is a large red-white-and-blue design showing a great compass superimposed upon a circular map of one hemisphere. Around this circle, at the four points of the compass, are the usual letters indicating the directions, but the "E" for East and the "W" for West are repeated in a vertical column between the N and the S, so that the column spells out N-E-W-S and suggests the origin of news at the "four corners" of the world.

Flanking this design on the left is a huge "thermometer" captioned "Newsmeter" and done in blue and white with red "mercury"

(an adjustable piece of art paper). Its scale runs from zero to 25 and along its length at regular intervals are guide comments to aid the student in correctly interpreting the state of the news weather. The comments read: "COOL AND CLEAR—a good time to build foundations." "WARMING UP for big events." "SHOWERS of news." "Look out for BRAINSTORMS." "Good TESTING WEATHER." "A HOT TIME SOON for news numbskulls."

When the top is reached, the storm breaks and a news test of 25 questions covering current events of the preceding four weeks is given to the class. The "Newsmeter" is not operated on a rigid time schedule. The intervals between news tests vary from three to as much as six weeks. A flood of important events may bring an early test, while a lack of big news may postpone the event. (It is surprising how many pupils are soon trying to hurry the newsmeter along and are asking eagerly for a chance to meet the challenge of the test.) Students are rated as cubs, reporters, correspondents, commentators, or experts according to the number of items they have right.

The space at the left of these displays is

⁵ Mr. Haner, former social-studies teacher at Ravinia School, Highland Park, Ill., recently joined the staff of Row, Peterson and Co., Evanston, Ill., as an editor.

filled with posters and news material. At one spot a humorous sketch of a radio "ham," a beautiful girl pictured beside an intriguing green-and-white map, and some zany caricatures of famous people combine to attract student attention to the query: *Do YOU listen to at least one news broadcast each day?* Nearby are broadcasting company advertisements showing photographs of prominent news commentators and the time schedule of their broadcasts. Pages from *Time*, *Life*, *Newsweek*, and similar publications are sandwiched between colorful maps, newspaper headlines, news items, feature stories, and illustrations.

Sprinkled all through these materials, as a special seasoning, are news cartoons. Cartoon interpretation soon becomes one of the speediest and most effective methods through which pupils learn current infor-

mation. Cartoons combine the challenge of a puzzle with the joy of a joke, and students work especially hard to be up-to-the-minute so that they can explain the hidden meanings and humor points in them. Students also begin drawing cartoons of their own to be put on display and they carry these new projects over into their art classes.

The space on the right of the compass and the newsmeter is reserved for the students' own contributions, and it is replete with materials which outdo the teacher's in every way. (Try to keep up with youngsters when they combine their scouting efforts!) They bring the world into the classroom and hang it on the wall, and after that it becomes increasingly their world. Perhaps the study of it, begun in this manner, can help them to make at least a small part of it a better place in which to live.



* * * FINDINGS * * *

CROWDED CLASSES: Following a study of 1947 class size in 20 Texas cities, Willie Mae Floyd reports in *Texas Outlook* that crowding of classes is worse than was expected. The study covered 9,068 classes in elementary schools and junior and senior high schools. The per cents of classes with more than 30 pupils were as follows: elementary schools, 59%; junior high schools, 50% and senior high schools, 33%. The largest classes in elementary schools ranged from 44 pupils in a 5th-grade schoolroom to 65 pupils in a second-grade room. The largest

class reported in a junior high school was 39, and in a senior high school, 36.

SCHOOLING: Only 77% of West Virginia's children reach the 8th grade, and only 35% finish high school, according to 1946-47 figures announced by *West Virginia School Journal*. But educational inequality among the State's 55 counties is notable. The proportion of pupils who reach the 8th grade varies by counties from 91% to 60%. In the 4 high-ranking counties from 53% to 60% of the children finish high school—but in the 12 counties ranking lowest, only 15% to 25% finish.



EDITOR'S NOTE: *Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.*

HUSBANDS: High-school teachers rank well toward the top as good husbands, according to a survey covering 60 occupational groups made by the Institute of Family Relations, of Los Angeles, Cal. The study involved 17,533 married couples, states Hardy Burt in *This Week*. Men high-school teachers probably suspected how good they were all along—and now they have a statistical study to help them convince their wives.

PAY CHECKS

*Work-study plan of
16 high schools*

are better than TEXTS

By

FREDA D. SAPERSTEIN

NEW YORK CITY has perhaps the oldest and most complete cooperative-education system on a high-school level. Its success is remarkable and gratifying. Pupils who ordinarily leave in the second and third years stay on with great profit to themselves financially and scholastically. Although industrial and business opportunities make it impossible to compare New York with other communities, much can be learned from its well-gearred program.

In 1947, the last year for which full statistics are available, more than 2,000 high-school students were taking the cooperative course, a plan of study that allows pupils in the upper two years to alternate between classrooms and business offices, between teachers and employers. In that year this group earned almost a million dollars, and gained for itself business training that was invaluable. It must be stated emphatically that although this makes some high-school students almost self-supporting, cooperative education is not a system of working one's way through school. It is a system of education which combines the practical with the theoretical—a system which correlates school and work to such a degree that work experience is actually a part of the school program and is credited as such.

No matter how realistic a school's curriculum may be, there is nothing in the school that is the equivalent of a pay check. It is better than a grammar text and four years of English. Teacher might have told Johnny 50 million times how to spell "their," and not to say "this here book," but if Johnny's

job depends on his learning the correct spelling and the correct usage, he will learn them quickly. Employer comments on rating slips are terse and pointed, and in most cases honest and sincere in their efforts to help. Here are some employer comments from actual reports:

"Paul R. needs constant check-up in behavior, courtesy, and neatness both of person and work. Fred C. has adjusted easily to business requirements; good job performance; good speech; very dependable."

"Office managers well pleased with cooperative program as a philosophy and with its operation. They agree that more attention should be given in school to training in speech and use in English."

"Schools should strive to promote greater sense of responsibility, cooperation, and care in doing a job. Many young people unrealistic in their attitude—demanding much and offering little."

You can see, then, how important business is in modifying the teaching of cooperative students, especially since all of their jobs are related to school subjects. And what of the attitude of the students? How do students feel about the cooperative course? Here are two comments from two graduates:

"There is one thing I will always be grateful for. The cooperative course made my last year in school seem like heaven. The closeness and understanding that existed between the teachers and students can never be equaled. Wherever I go, I mention the fact that I belonged to the cooperative course and give full details. It seems to be an 'Open Sesame,' opening doors to the business world that would otherwise have been shut."

"The one thing which I am grateful to the cooperative system for is giving me confidence in myself, and enabling me to help support my family without leaving school. From jobs I received in the

course I gained invaluable business experience which helped me a great deal in my present position."

For a smooth-working cooperative course many details have to be worked out by a community. In New York City, the first two years of this course are in the traditional classroom fashion. Besides the academic subjects required of all high-school pupils, electives are chosen in either commercial or retailing subjects. The four vocational schools now part of the program naturally offer their specialties as electives. At the end of the second year, however, the student, who must be at least 16 years old, goes to school one week out of two, and spends the second week on a job which has been obtained for him by the Board of Education. Under this system pupils are paired off—each week one is in school and the other is on the job, so that the job is always filled.

Covering the required school course in half the usual time is not easy. Double periods of English are given, and the American history course is spread over two years instead of one. Electives which will help students directly on the job complete the balance of the program. Whenever the crowded schedule allows, one period a week is given over to learning about social and business usage, and in all classes stress is put on the importance of manners and appearance.

During the week that the student is on the job he is a full-time employee of the firm for which he works, responsible to the head of the department in which he is placed. The student is rated on his courtesy, cooperation, initiative, appearance, ability to follow instructions, and job performance. These ratings are transposed into school averages, and make up part of his credit toward graduation. Promotional policies are urged on a merit basis, rather than time-on-job basis, and at the end of the two-year period, just before graduation from school, a promotional test is given each

cooperative student. More often than not the graduate steps into a job for which he is well prepared by his apprentice period.

A Central Cooperative Office at the Board of Education makes all contacts with business firms, and all matters of placement and follow-up are taken directly there, thus avoiding duplication between schools.

The bureau stresses the fact that it is not an employment agency. The jobs filled by the students are not their jobs, but belong to the city. This is carefully pointed out to both student and parent, who might otherwise think that here is an easy way to obtain a job. If the boy or girl leaves school he must resign from the job first, and all firms using cooperative students back up this policy.

At the present time about 240 firms are partners of the Board of Education in this school-work plan. Most of the better known department stores, many insurance firms, brokerage houses, law firms, a well known radio station and a magazine employ cooperative students. Why are these firms willing to train two people for one job, to bother with ratings, and promotional examinations? I spoke to the personnel head of a Fifth Avenue department store. She said that "co-ops" made better workers, were more enthusiastic and generally apprecia-

EDITOR'S NOTE

Sixteen high schools take part in the cooperative education program of the Board of Education of New York City. In about 240 business firms which are partners in the plan, the Board "owns" some 2,000 full-time jobs, which are filled by pairs of "work-study" students in alternate weeks. Mrs. Saperstein, who explains the program, says that it is "astoundingly" successful. She teaches social studies and English in No. Four Junior High School, Yonkers, N.Y.

tive than workers obtained from any other source. On graduation, when possible, "co-ops" are kept in the store. They are given better paying jobs, while new cooperative students fill the "school" job.

Twelve academic high schools and four vocational high schools in Greater New York offer cooperative courses. In each school there are one or more coordinators (depending on number of cooperative students) who are the links between the central office in the Board of Education and the pupils. The coordinator is the immediate supervisor of the student; he does preliminary interviewing, is responsible for seeing that each work-student passes a health examination, has working papers and a social-security number. Although all job selection and placement is done by the Central Cooperative Office, the coordinator makes recommendations and helps students to make personality adjustments. If a pupil is fired, every effort is made to find the cause of difficulty and to eliminate it. During this period of adjustment the student works in "service," an unpaid job at one of the schools. Another paying job is secured for him when the difficulty has been eliminated. It is quite possible that the student may return to the same job from

which he has been fired, and make good.

The After-School Program is another phase of cooperative education. Because part-time jobs related to school studies are limited, it is not always easy to arrange for these positions. However, about 250 pupils participated in this program in the year of 1947. Since most employers require a minimum work period of three hours daily, the chief source of employment is in small neighborhood business firms.

In 1946, full State aid was granted to cooperative education. This was a big step forward. In that year, too, a commission on cooperative education, representing a cross section of the business and industry in the community, was appointed. Thus the school and the community work together for the students. The student who is not academic-minded no longer feels that school is a waste. Although learning, and getting school credit, he is part of the community, part of the *earning* community. To the adolescent nothing is more desirable than feeling important. Cooperative education offers high-school students the opportunity of being important not only to themselves and to their school, but to their families and the community at large. That's what makes Johnny run—to school.



School Begins

By JACOB C. SOLOVAY

My students saunter to their seats,
Their faces tan but blue.
They do not care for mental feats
They know they cannot do.
I know it too.

The day is sultry and oppressing,
There's meanness in the sky;
And to themselves they are confessing,
The classroom's where you fry.
And so am I.

Their minds retreat to summer beaches,
And plunges in the sea.
The devil is a man who teaches,
When hearts beat drearily.
And I agree.

Dear boys and girls, what fate severe
To suffer such a bore.
You want to be ten miles from here,
Or possibly a score.
And I—much more.

American Folklore: Good Reading in Lake Junior High

By

ELSA R. BERNER and JULIA ERIKSEN

IN ROOM 229 book talk is always good talk, and this day it was as lively as usual. The class had decided to let each pupil tell about the book he was reading and then permit comments and questions from others. When Jim's turn came he reported with great enthusiasm that he was reading *Yankee Thunder*, and told a few of the "yarns" from it.

Everyone enjoyed the telling except Sid, the boy across the aisle from Jim. He turned a look of complete disgust on Jim and said, "For gosh sake! Are you reading that silly imaginary stuff?"

Jim retorted, "Well, why not? What are you reading that's so much better?"

To the teacher's amazement and delight Sid replied in all innocence, "*Robin Hood*."

When the class had finished the discussion the conversation started, the children had an entirely new conception of folk literature and even Sid saw how funny his answer had been.

Sid's attitude is typical of the general lack of appreciation of the place of American folklore in children's literature. For a long time it has been accepted that a knowledge of classical and Norse mythology is a part of every child's literary and artistic heritage. Music, poetry, painting, sculpture, and even industry are so permeated with references to Greek, Roman, and Norse folk tales and hero stories that one must know them to understand much of what he sees, hears, and reads. We have so long accepted this need that we no longer question it. We do not want children to think that a zephyr is a railroad train, a Mercury a kind of

automobile, and Hercules a kind of dynamite. We want them to have the added joy of the association of these industrial products with the heroes and stories for which they are named.

But when it comes to the question of teaching American folklore and folk heroes as a part of the literary and artistic heritage of every American child, we are up against a barrier that is always a strong one, namely —we are not accustomed to doing it. We have not thought of Pecos Bill, John Henry, and Paul Bunyan as the American counterparts of Hector, Ulysses, and Robin Hood.

They did not carry swords and shields or bows and arrows, travel in triremes or dress in suits of armor or Lincoln green. They rode horseback or stepped right out of the American scene dressed in chaps and Levis, carrying a lariat, a steel hammer, or a peavy. They are too near us and too much a part of us to be recognized as "Literature." But the very reasons that have kept us from recognizing them as literature for American children make them particularly well adapted to that use.

It is true that until very recent years the number of books of American folklore written for children has been too limited in quantity to constitute a body of literature to teach as such. Only the story-telling teacher familiar with the tales could provide the material. However, during the past ten years a number of attractive juvenile books have appeared, until now there are enough on several grade levels to provide a good working collection for the junior-high-school grades.

What is it that makes them good literature

for junior-high-school children, and how can classroom work be organized to the best advantage?

They are good literature for junior high school, because they are a product of the same civilization in which the children themselves have grown up. They are the product of a pioneer country with great open spaces and scenery on a vast scale. They tell the story of the subjection and development of a continent. The westward movement and the growth of the basic American industries are their background.

Paul Bunyan began his career in Maine and traveled westward to end it in the Pacific Northwest. John Henry laid the railroad tracks across the continent. Mike Fink carried the crops of field and forest down the Ohio and Mississippi to the sea. Pecos Bill put the cattle industry on a big-scale basis. Nowhere in literature is the industrial revolution more dramatically presented than in the contest between John Henry and the steam drill.

Children do not unaided put into words the fact that these historical movements and developments are part of their own social heritage and that therefore they are able to understand and enjoy these stories without explanation. But they can be led to this understanding. Insofar as they do understand, they will begin to realize what literature is.

The present generation of city-bred children may not have an immediate contact with the lumber and cow camps and railroad construction gangs, but very few of them need go back in their family farther than their grandparents to make a personal contact.

However, they need not go back to their grandfathers' day to find personal evidence of the making of folk literature. Most of them have themselves written on some wall or sidewalk the name of Paul Bunyan's grandson—Kilroy. The gremlin, a British importation, and Kilroy were products of a machine-age war, but they are also prod-

ucts of the same human story-telling impulse that produced Pecos Bill and Ulysses. Junior-high-school children can understand this process of literature making; and when they do, their perspective and appreciation and pleasure in all literature are broadened and intensified.

How can this material be handled in a classroom situation? The first requirement is an adequate supply of books. These may be available in the school library or may be placed directly in the classroom. In the large school in which the experiences here described were carried on it seemed most practicable to place selected groups of books in the classrooms. With a wide range of reading ability represented in each class, it was necessary to provide books on several reading levels and in sufficient quantity so that the rapid readers would not run out of material while the slower readers did a minimum requirement.

At intervals the classes visited the library for supplementary and related material. This included some books of folklore not in the classroom collection, material on industries, such as Holbrook's *Tall Timber*, fiction such as James' *American Cowboy*, biographies such as Coblenz's *Sequoia*. Any well-stocked library can provide many books of this type.

Motivation is not a problem. The children beg to read the books. The tall story needs no explanation to them, although they are usually a bit surprised to find it in books. The teacher's problem is to find the means of bringing out the significance of the stories as folklore. The first is that legends are a blending of reality and fancy. A story such as *Rip Van Winkle* is useful here.

After reading the legend together, the class, in planning a shadow play or a bulletin-board display, may find pictures of yellow-brick Dutch houses surmounted with weathercocks, the Catskills enveloped in purple haze, the costumes of Hudson's crew. In history books they read about Henry

Hudson, the settlement of New Amsterdam, and the historical changes which took place in New York, indicated in the story by the changing of the inn signs from the picture of King George III with his scepter to Washington in his blue and buff uniform. They may find reference to Rip himself. So cleverly is reality combined with fancy that perhaps they wonder whether the twenty-year sleep is not also real.

Since the selection of heroes in the collection is so wide, each pupil should belong to a group that does research on a particular hero and related subjects by the use of other stories, library material, pictures, textbooks, and poetry. For example, the group that chose John Henry may wish to trace the story of the Negro in American life from the arrival of the first slave ship through the period of slavery and the Civil War up to the present time.

The stories, "Go Down, Moses"¹ and "Guests in the Smokehouse,"² are examples of tales which introduce to the pupils the underground railroad, a picture of slavery different from that portrayed in *John Henry*. They should become acquainted with important Negroes, such as Booker T. Washington and George Washington Carver, who have contributed much to the welfare of the people of our country. The poem, "Man Carrying Bale,"³ by Harold Munro gives a vivid example of the rhythm of motion of a Negro working on the wharf.

However, if the members of the group wish to do another phase of research they may choose from other related subjects, such as cotton (which lends itself to an exhibition of its products), tobacco, coal, the building of railroads. They may make a picture map of places which are the centers of these products. After the study is finished, the next step is the organization

¹ Eleanor Sickels, *In Calico and Crinoline*. New York: Viking, 1935.

² Edith Mirrlees, *Twenty-Two Short Stories of America*. Boston: Heath, 1937.

³ A. Gillis and W. R. Benet, *Poems for Modern Youth*. Boston: Houghton Mifflin, 1938.

EDITOR'S NOTE

Pecos Bill, John Henry, and Paul Bunyan are the American counterparts of Hector, Ulysses, and Robin Hood, the authors maintain. They have been using American folklore in junior-high-school English classes, and want to report that it is a natural for reading interest on that level. Ten years ago there weren't enough American folklore books written for children to supply such a reading program. But Miss Berner and Miss Eriksen report that there are enough now. A recommended list of these books which they prepared contains 61 titles. Miss Berner is librarian, and Miss Eriksen is coordinator of instruction, at Lake Junior High School, Denver, Colo.

and presentation of the material to the rest of the class.

Thus, in addition to the enjoyment of reading the legend, the pupils have opportunities to get experience in using the library, in finding material in textbooks, in taking notes, in keeping a bibliography, and in the oral and graphic presentation of material. The teacher will have opportunities to introduce vocabulary study and spelling.

A new book, *Child's Book of Folklore* by Emrich and Korson, will be useful in connecting other types of folklore with the tales and hero stories to create a wider understanding of the nature of folk material. Starting from this book as a basis, children may begin to look for folk material and may bring in from their own observation or from conversation with other people examples of folk games, dances, superstitions, and rhymes. Folk art such as the hooked rugs of the southern mountains, pieced quilts of New England, Indian baskets and pottery may well be introduced here.

Folk songs are a natural accompaniment

to folk stories. Many times they celebrate the same events as the stories do. Books such as Siegmeister's *Work and Sing* and Sandburg's *American Songbag* are useful here. Children enjoy learning and singing the songs. Records are available and give a better idea of the feeling and style of performance than the children can get from their own singing. Music teachers often cooperate both in teaching the songs and in presenting the records.

American folk dances have been enjoying a renaissance in the past few years. Physical-education teachers are usually familiar with them and readily undertake to show them to the class groups. Shaw's *Cowboy Dances* offers authoritative help in this field.

Many times a class is interested in drawing all these activities into some kind of organized presentation. One class started with story telling, each person spontaneously telling the stories he liked best. The story telling led to the organization of student groups to work out dramatized versions of stories centered around a character. Having gone so far, the class decided to give an assembly program. They decided on four characters to be presented: Tony Beaver, Paul Bunyan, Old Storm-along, and Pecos Bill. Wisely they chose not to present the legendary heroes themselves on the stage but to present them through the dialogue and action on the stage. The best skit about each was revised for use, pupils cast for the parts, settings worked out, costumes decided on.

To present tales of Tony Beaver, the pupils had to present the interior of a southern mountain cabin with some degree of feeling for atmosphere and correctness of detail. A player had not only to use speech and gestures appropriate to a mountain woman but also to wear suitable attire: a Mother Hubbard and a sunbonnet had to be produced. Lumberjacks, sailors, cowboys were outfitted with amazing rapidity and accuracy from the closets, attics, basements,

and treasure chests of families and friends.

When the series of skits was about ready—parts learned, stage positions and speech practiced, settings, costumes and accessories on hand—some one suggested that the audience would have to be entertained while the scenery was being changed. So the dances and songs were brought into use. Original poems were read as entracte features.

To connect the stage presentation with the books on American folklore, the class prepared a list of the books. It was printed on bookmarks in the school print shop and distributed to the pupils through their English classes.

There is no necessity for the production of this kind of culminating activity if it does not come about naturally and is not entered into enthusiastically by the members of the class. However, it tends to summarize and emphasize the whole unit. Its variety is limited only by the inventiveness and ingenuity of the class and the teacher. But even a less elaborate study and reading of the stories in relation to their social setting can be a very significant experience in the understanding and appreciation of American culture and the nature of literature.

At least members of such a class will be spared the bewilderment of the eastern salesman on the bus approaching the interstate bridge over the Columbia. He addressed some interested remarks on the size of the bridge to the lumberjack who sat beside him and was completely bewildered when the man replied, "Yeah! I was with Paul⁴ the day he threw it across the river."

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Above Average Eighth Grade in Difficulty:

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- 6 copies Miller, O. K. *Heroes, Outlaws, and Funny Fellows of American Popular Tales*. Doubleday, c1939.

⁴ Bunyan, that is.—Ed.

Average Eighth Grade Reading:

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- 6 copies Bowman, J. C. *Pecos Bill, the Greatest Cowboy of All Time*. Whitman, c1937.
- 2 copies Field, R. L. *American Folk and Fairy Tales*. Scribner, c1929.
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Easy Reading:

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- 2 copies Peck, Leigh *Don Coyote*. Houghton, c1942.
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AS the PUPILS THINK:

I Canvass Them on Citizenship

By HELEN WORTMAN

TIME WAS DRAWING nearer when I was supposed to speak in faculty meeting about a very much talked of subject now—that of citizenship. What could I say to a group of teachers on this subject? Finally, I decided to ask the pupils in my classes what they thought.

One day I announced, "For the first fifteen minutes today we are going to talk about citizenship."

Eyebrows went up and mouths drooped at the corners. It was evident that the pupils had expected the usual lecture at the end of the six weeks grading period. However, their expressions changed at once when I made the next announcement.

"You are going to do the talking and I am going to listen. Let us assume that you are teachers. On what grounds would you give an S— in citizenship on the following points: (1) Courtesy, (2) Respect for prop-

erty, (3) Attitude toward work, and (4) Dependability?"

They were all willing to talk. Perhaps they thought this was their big opportunity to tell a teacher a few things. For courtesy they would give S— on the following points: (1) wise cracks, (2) impudence, (3) talking in class when other people were talking, (4) constant gum chewing, (5) throwing paper wads, (6) causing a disturbance when others come into the room.

The second point was respect for property. The pupils mentioned: (1) carving on chairs, (2) writing on walls, (3) breaking laboratory equipment, (4) destroying borrowed property, and (5) kicking locker doors when they would not open.

Attitude toward work caused a great deal of discussion. Among the first things mentioned were: (1) coming to class day after day with no preparation, (2) studying lessons in one class for another, and (3) not getting work in on time. The fact was mentioned that sometimes a pupil becomes discouraged because he doesn't understand the work and he gives up.

I asked, "Why don't you come to the desk and ask questions when you have time to study in class?"

One boy said that many times they were afraid the other pupils would think they were only trying to be the teacher's pet, and another boy said they were afraid that the teacher would think they were very dumb.

My next question was, "Do you prefer to have the teacher walk around the room and give individual help?"

Almost all of them answered yes. A teacher was mentioned who always called

EDITOR'S NOTE

Miss Wortman got her students to express their ideas about citizenship in the classroom, and what they thought a teacher could do to encourage good citizenship. She feels that she learned a good deal from them. The unwary students even developed a whole list of misdemeanors which they thought should be grounds for a low mark in citizenship. If they suggested some grounds that Miss Wortman hadn't thought of, we trust that she will be merciful. She teaches in Reitz High School, Evansville, Ind.

each of them to her desk before the end of the six weeks grading period and discussed their work with them. If they had done anything worthy of praise she told them, and if not, she scolded them in a nice way and they liked it.

Dependability seemed very closely related to attitude toward work. The pupils did mention (1) coming late to class, and (2) making alibis as well as taking advantage of any privileges granted to them and copying work from other people.

After they had discussed the foregoing points I asked, "What can a teacher do to inspire a boy or girl to want to be a good citizen?"

First of all, the pupils thought we should establish mutual respect. One girl said she

liked to think of a teacher as a human being and she liked teachers to feel the same way about her. At this point someone said she had had a teacher who acted as if all the pupils were little brats or mechanical toys. They also mentioned that they disliked being nagged or ridiculed before the class. Furthermore they felt that more could be accomplished if teacher and pupil sat down and had a heart-to-heart talk. They liked teachers who (1) make definite assignments, (2) who have a sense of humor, and (3) who seem to like their work and take a personal interest in each individual.

As a final summary, it seems that we need to be better acquainted with our boys and girls and in this way we shall have closer cooperation.

* * TRICKS of the TRADE * *

By TED GORDON

FACULTY FRIENDLINESS—Divide the teaching staff into small groups of eight to ten and have a series of home parties; after three or four semi-monthly or monthly meetings, shift the groupings so that new combinations will be formed. Include in each group old and young (in age), old and young (in teaching experience), talkative and quiet, conformist and individualist, men and women. Within a short while faculty

spirit should improve a great deal.—*Mary Beery, Lima, Ohio.*

LABOR-SAVING LABORATORY—In a laboratory equipped with storage drawers or shelves in which equipment is not visible, 1½-inch letters stenciled on the front will enable the teacher to direct students quickly and easily to the items being sought. An inventory sheet coded to the letters and posted in the lab. will be of additional help to the overworked teacher.—*A. Ralph Boxtell, High School, Clinton, Mo.*

EDITOR'S NOTE: Readers are invited to submit aids and devices which may be of help to others. Please try to limit contributions to 50 words or fewer—the briefer the better. Original ideas are preferred; if an item is not original, be sure to give your source. This publication reserves all rights to material submitted, and no items will be returned. Address contributions to THE CLEARING HOUSE. Dr. Gordon teaches in East Los Angeles Junior College.

MADE-TO-MEASURE—Do you know the widest spread of your hand from the tip of the thumb to the tip of your little finger? Or of both hands from little finger to little finger? Or the distance from one elbow to the tip of your long finger? Or the width of your palm? Measure any or all of these and you have with you at all times some fairly accurate "rulers."

VOCABULARY WORK:

Words with Many Meanings

By
O. H. STUDE

IN ENLARGING the vocabulary, it is the common practice of English teachers to emphasize the acquisition of new words. There is no better way of putting the cart before the horse with beginners than to lay too great stress on this feature.

Although acquiring new words cannot be avoided if the student is to grow in mental stature, the best way for most students to increase their mastery of words is to give much time to learning additional meanings for words they already have in their vocabulary, and use in everyday speech and writing.

Opening a good desk dictionary at random will expose the countless number of familiar words that have dozens of meanings.

As one of the common words that deserve special attention, take "out," for example. A brief narrative will suffice to introduce an explanation of some of its numerous uses:

While picnicking in the country with

EDITOR'S NOTE

The easiest way for students to increase their vocabularies, Mr. Stude believes, is to learn additional meanings for common words they already know. Take "out," for instance. Or rather, let Mr. Stude take it, and show you what he means. He writes, "I parted company with school teaching on the best of terms some time ago." His address is 3018 North Calvert St., Baltimore 18, Md.

friends, George says, "I wore out (to the last shred) the gloves piling stones for the fireplace." Not far away, Harry is climbing an apple tree, with Henry calling up to him, "Pick out (select from among the others) the ripe ones." Meanwhile, Sam says to George, who is spreading a printed tablecloth on the grass in preparation for the feast, "Now that the fireplace is ready, we can break out (unpack) the provisions." But George is busy with an inquisitive grasshopper marooned on the tablecloth, and Henry coming up cries, "Throw out (banish) the impostor."

As they cook steaks over the fire, they talk about the baseball game of the day before. Harry says, "If George hadn't struck out (failed to hit the ball fairly while batting), we might have won the game." Henry says, "Don't be put out (irritated) about it; we have a return game on the schedule with that team." George says humorously, "Next time I'll use an outsize (unusually large) bat."

While they are eating, Sam says, "Let's not fall out (disagree) over where we should hike after lunch." They quickly reach a decision, and when they are about to leave, Harry says, "Before starting, we'd better put out (extinguish) the fire."

Words in a sentence depend on one another (and on attendant conditions) for their meaning. (In speaking, tone of voice also plays a part.) When you say, "The fire is out," (unless your tone of voice indicates otherwise) you mean that the fire has stopped burning; but when you say, "John is out," you mean that John is not there (or, if a baseball game is in progress,

that John has lost his turn at batting). You may also say, "The month is out," and "The sun is out." In these cases, you mean that the month has come to an end and that the sun is shining.

As sometimes used, "out" expresses action. If someone says, "George outed the dog from the room," he means that George expelled the dog from the room; and if someone says, "Secrets will out in spite of everything," he means that secrets become known in spite of everything.

"Out" is frequently used to name a group or class. When Jane is elected president of the garden club, Mary is temporarily disappointed, and Charles, her brother, says, "The outs (those not in office) are seldom satisfied." Mary, deciding her behavior is uncalled for, says, "I do not want to stay on the outs (at odds) with Jane"; so when under Jane's direction the annual bazaar is successful, Mary goes up to Jane and says, "You kept the outs (expenses) so much less than I could have done."

Together they visit a factory to gather material for a report on power-driven gardening equipment to be read before members of the club. At the factory, the superintendent takes them through the

shops, explaining at the lathes, "In building motors, outs (errors in measurement) must be avoided at all cost so that the mowers will operate properly."

Joined with "of," "out" has a number of different meanings. By using the combination, amongst other things, an article can be placed outside the range of the present, as in, "The book is out of date"; a person can be shown to come outside from within, as in, "Jane comes out of the house"; it can be told of what a thing is made, as in, "Some boats are made out of wood"; or the extent of space involved can be pointed out, as in, "The cattle were driven out of the pasture."

When "out" has an emotional content, it stands apart, along with words attached to it, if any. It expresses some such thought as "Be off with you!" as in "Out! I say."

Students should readily perceive when it is pointed out to them by the teacher that skill in the use of everyday words in more of their meanings enriches experience and hence renders it of greater value, and that this skill can be acquired easily by paying close attention to the speech and writing of those who know how to use words correctly and by freely consulting the dictionary.



A Morning-to-Night High School for All

Is it too impractical for high-school buildings to be constantly in session from nine o'clock in the morning until nine o'clock at night, for adolescent pupils to report to the building only when the particular subjects which they are voluntarily choosing to study are being taught? Is it impractical that the classes will have adults and adolescents being taught at the same time, in the same class? Is it impractical for those under the compulsory age limit to have their attendance or enrolment at some school checked through a statewide clearing house?

Is it impractical for adolescent youngsters to work in their free time while studying courses of their own choosing? Is it impractical for adults to be released for an hour or so from their employ-

ment to attend a course of particular need to them in their work? Is it too impractical to break down the present notion of requiring four years of giddy activity climaxed by a thing called graduation?

What the high schools offer as growth and living must be so broadened as to place within the reach of every child such a variety of subjects and skills as no single local school can offer today. It will necessitate a variety of schools, administered by more than one community.

Fiddling until natural evolution establishes mass education upon an honest sense of values, education will continue to produce uneducated misfits called high or college graduates.—R. PATRICIA GRANT in *New Jersey Educational Review*.

So I'm Not a LADY AG. TEACHER

By
ESTELLA UNNA

WHAT NERVE some women have! That is what any number of people have told me, just because I took an examination that no woman has taken before to my knowledge—an examination to teach agriculture in high school.

I was born in the country outside Battle Creek, Mich., and was always taught to love nature. As I grew older I did a lot of hiking all over the map and then worked on a farm during two summers.

For a number of years I have had a small farm of my own and have raised fruit and vegetables very successfully and in large quantities. All surpluses have been canned and preserved and there has always been a variety of such food for consumption all the year round.

When the Board of Examiners of the New York City Board of Education announced an examination for teachers of agriculture, I thought it would be fun to try. After passing the written part which I took with twenty-seven men, seven men and I were summoned for a practical test at the Farmingdale Agricultural School.

That Saturday it poured torrents. Dressed in overalls, farm shoes, woolen cap and jacket, I left Pennsylvania station for Farmingdale. On the train I met one of the men who had taken the written examination with me. Conversation made the long trip less dreary, as the rain splashed against the windows. At Farmingdale we were picked up in a car by two secretaries of the Board of Examiners who had had to give up a Saturday for this rather dubious pleasure.

We were taken to a tremendous barn-like

(*What nerve some women have!*)

building where the Examiners met us and pinned large numbers on our backs. There were a number of students around working on various problems for their regular Saturday morning classes. Everyone stared as I walked in, and the following procedure was pretty grim.

Each one was handed a typewritten assignment. My first chore was to walk about two blocks in the pouring rain to a building which was pointed out to me. There I was greeted by a friendly instructor who gave me a large pail of eggs to candle.

I have never raised chickens although I plan to do so some day. But I have helped neighboring farmers clean and pack eggs and knew a little, but very little about candling. The thing to look for, I had always been told, was bloodspots. A bloodspot simply means that a hen has strained herself in the process of laying an egg and the egg may be perfectly fresh in spite of it.

I was given about fifteen minutes to complete the pailful and had to write down the defects found. Later I learned that there are several other defects besides bloodspots, but of these I was ignorant at the time. I was very proud of having completed the task in about six minutes and five seconds.

On returning to headquarters I was sent to a wagon shed about two blocks away in another direction. A very kind instructor asked me to harness a horse to a wagon and drive it across the road, around a tree and back, backing the wagon into the shed. Then I had to unharness the horse and put back the various parts of the harness where I had found them. The horse was so big

and I so small that I needed help in hoisting the collar around the poor animal's neck, as it weighed at least twenty pounds.

The previous rainy Saturday I had slopped all over the acres of Rutgers Agricultural College in New Brunswick, N. J., trying to learn everything about modern agricultural methods in one easy lesson. There, the horse expert had taught me all the fine points of hitching a single horse and a team. But when I was confronted with the problem I had a hard time distinguishing one strap from another. And I felt sorry for the poor horse which stood there so patiently and let me manhandle him. However, I learned later that during the war a great many college girls had taken courses in agriculture and all the animals there were used to mistreatment and had developed great patience!

The open wagon which I had to drive had no seat. How I longed for the few pounds I had so laboriously lost to weight me down as I wobbled all over the wagon trying to guide the horse on the straight and narrow.

By the time this ordeal was over I was exhausted and could have gone to sleep without much difficulty. But back I had to tramp for my next assignment, which turned out to be another long hike to the cow barns. The instructor in charge asked me what I wanted to do first. My answer was, "Test for mastitis." At Rutgers I had followed the milkers around like a puppy and had learned all about this test which must be made on each cow before every milking. Mastitis is a very contagious disease and cows that have caught it must be quarantined. A large cup-like container with a fine sieve across the top is held under the udder and each teat squirted into it. If the milk forms clots the germ has struck, otherwise milking may continue in the regular way. What I was supposed to say was that I wanted to wash my hands, which one would ordinarily do before milking. And when I

looked down at my hands they were simply filthy from my contacts with the horse and the damp harness.

Never having milked a cow before, but having watched the milking very carefully at Rutgers, I felt like a veteran. But when I started to milk, I found my arms so tired from the horse experience and my body so weary that I just sat down on the stool, leaned against the cow, and squeezed the poor teats mercilessly. An experienced milker squeezes hard and fast and gets results. I had no power left in my fingers or palm with the result that I secured only three ounces of milk in the allotted time.

The instructor, who watched my every move, said, "You haven't milked in a long time, have you?" To which I demurely answered, "No," thinking to myself that I couldn't have been so very bad if he didn't realize that I had never been that close to a cow before. And all the time I was milking I wondered when the cow would lift her hind leg and wallop me.

From headquarters I was then sent to another tremendous building where there was a farm machinery exhibit, the likes of which I have never seen even at the large county fairs I attend each year. I was led

EDITOR'S NOTE

Probably most CLEARING HOUSE readers, like Miss Unna, have never milked a cow, harnessed a team of horses to a wagon, nor operated a machine that planted spinach seeds. So readers should have a vast sympathy for our heroine as she tells what happened when she rashly took a practical examination to become an agriculture teacher. At the end of her adventure, she was quite ready to drop the matter, and also to drop dead. Miss Unna is a placement counselor in Morris High School, The Bronx, N.Y.

to a very large tractor with a plow attachment and asked to find three things wrong with it. I had examined all sorts of machinery at Rutgers and had a great deal explained to me on "My Day" there, but this was very different from anything I had seen. I noticed a crack in the plowshare and a loose screw, which was two out of three. The instructor implied that I had done pretty well. Then I had to identify various types of agricultural machinery.

Next I had to exhibit my prowess in carpentry. We were each taken to a large work table covered with small pieces of wood, innumerable saws of all kinds, screw drivers and other tools. We were given a diagram and were asked to cut the wood according to the blueprint. Of course, soft wood is easier to cut, so I looked for the piece which seemed most workable. All the men seemed to know just what to do and as I watched them with one eye and my work with the other I sawed my hands right and left. Finally, one of the examiners, —fearing, I presume, a lawsuit on his hands—suggested that I use a vise rather than hold the wood with one hand.

I have done a great deal of carpentry around my own place, have designed additions to the main building and new buildings, have selected and purchased quantities of lumber and tools, and have helped carpenters. But I had never done such fine work with the use of vise and drill press. And I was so exhausted I couldn't think any more.

There were two more rounds. One was to plant spinach with a new type of automatic planter, such as I had never seen before and which was very tricky. I had planted corn for days with a corn planter when I worked on a farm, but this had to be spinach. And since it was pouring outside

the spinach had to be planted on a wooden floor inside a building.

The last straw was the identification of fifty objects found on a farm. These included five kinds of apples, three kinds of chickens, various weeds and orthodox plants, flowers, screws, bolts and pieces of metal which were parts of specific types of machines, types of earth and powdered fertilizers and seeds of various kinds. I have always been considered an authority when it came to identifying leaves, barks of trees, flowers, fruits, etc., even by people who should know more than I do, but at least half of these items were unknown to me. I have studied about chickens because some day I hope to raise them, and have learned to identify a number of varieties, but these specimens were types I have never seen on a chicken farm.

Since I believe in organic gardening and farming without the use of artificial fertilizers these chemicals were also unknown to me.

After this experience I realized that teaching agriculture was not for me, especially after I learned that one must teach eleven months of the year instead of ten. That would keep me from my own farm, which needs me badly during the summer. Therefore, I wasn't too disappointed when I received a formal notice from the Board of Examiners telling me that the results of my practical examination were not satisfactory and giving me an opportunity to appeal.

I had hitched my wagon to a star, as one of my teachers had once advised me to do, but the star wouldn't hold so great a load and down I went. I am planning to retire to my farm when the time comes and shall continue to run it for the fun and other benefits I derive from it.



There is as much difference in the ability of individuals to master the 3 R's as there is to master golf, to bat .380 in baseball, to play bridge, or to play 30 games of chess simultaneously.—JOHN A. SEXSON in *The Public and Education*.

SUPT. SMITH *organizes a* GUIDANCE PLAN

By
HAROLD E. MYRON

SUPERINTENDENT SMITH, faithful and efficient educational leader of the town of Averageville, whose high school has four hundred students, has suddenly come to a very disturbing realization.

Mr. Smith has just returned from a session at summer school. There he had ample opportunity to compare and evaluate his high school by means of good reading, courses in administration and guidance, and conversation with others holding similar positions. And he has come to the conclusion that his high school really never has had an organized guidance program. Not that he did not think it necessary; he was merely too busy to think of anything "extra."

Mr. Smith is a conscientious and hard working man. He sits at his desk, thinks, looks over his situation, plans, and goes into action. His four hundred high-school students deserve guidance—and they are going to have it. Shall we look in on a few of the problems that this administrator will have to attack?

To begin with, Mr. Smith applies a basic principle of guidance to himself. To be successful, one must first "know himself"—realize his limitations and abilities, assess his potentialities, formulate a philosophy or goal, and proceed to carry a plan into action.

If Superintendent Smith knows he has such a type of personality that others will willingly seek his company and advice; if he earnestly desires to carry out the philosophy that "the child is the very center of all school activity"; if he can visualize and

help to solve the multitude of problems of his students, be they slow, average, or bright, without a show of impatience or partiality; if he can inspire his staff to want to teach children as individuals instead of teaching facts to a "class"; if he is capable of proving to his community and the board of education that guidance is the very essence of democratic education; and if he is willing to delegate some of his authority to others who may be, in some instances, more capable than he—then Mr. Smith has a fine chance of being the guidance director of his own school. If he sees these characteristics in another member of the staff, it will be better for him to turn the whole project over to that person.

Assuming that the administrator has the necessary qualities of good leadership, let us consider a few of the organizational problems which will confront one who attempts to build a guidance program in an average high school such as Mr. Smith's in Averageville.

SCHOOL AND COMMUNITY MEMBERSHIP

Obviously, guidance activities must be geared to the requirements of both the school and the community. Some groups may be homogeneous in nature and may present fewer problems than would a more heterogeneous group. Some schools serve rural and some serve industrial communities. Some schools have race problems. The majority of the children in some communities never even consider the possibility of higher education after high school.

THE BOARD OF EDUCATION

An administrator who "plops" a proposed guidance program into the laps of his board members and announces that this is a project that must be financed in addition to and apart from regular teaching procedure is, indeed, using the wrong kind of psychology. Boards of education are a peculiar lot in that they have learned that new ventures always cost money.

In fact, some small community boards seem to think that they should guard the school treasury as if it were their own life's savings. Indeed, their success as members seems to be in direct ratio to foolish saving instead of wise spending.

If a direct "frontal attack" is unwise in the case of most boards of education, then what is wise? Of course, no one method is right for all situations; but one tried and true method is the "incidental" or "infiltration" type of presentation.

Let your guidance program grow in an incidental and casual manner as far as the community is concerned, until it is apparent that some good is being done. Anything that appeals to and helps children will soon be well advertised. Guidance as a term may not be understood by the parents but its effects will be. After the public has accepted some of the good that the guidance efforts accomplish, an administrator will have no trouble dealing with his board of education in a financial way.

THE STAFF

Through staff meetings, personal conferences, provision of good reading material, and an assurance that adequate time will be provided, an administrator can inspire his staff to want to cooperate in a guidance program. The leader should emphasize that teachers in every subject have a contribution to make to the individual development and guidance of students in their classes. They are not guidance specialists. Their task is developmental guidance. By their

understanding of the needs of their students and by their skill in meeting these needs through the experiences provided in classrooms, they prevent maladjustments and help every student to develop his potentialities.

Usually there is one member of the staff who has demonstrated that he or she has the desire and the ability to counsel and guide young people. Such a person should be "worked in" as the key man to assist the principal. As counselor he can be given extra time to cooperate with and assist the teachers in guidance.

This individual should do as little disciplining as is possible. Rather he should look at discipline cases as instances requiring special counseling and approach the problem from that standpoint. The counselor is essential as an "out of class" contact man for problems of a special nature, as well as one who will have sufficient time to call in and work in an advisory capacity with the often neglected "normal student."

PHYSICAL EQUIPMENT

The psychological effect of having a cheerful room set aside as the guidance and counseling center is worth any effort put forth to get it organized. This room will serve to make the whole school "guidance conscious" through its centralizing effect.

Necessary paraphernalia in the counseling office should include a good filing case large enough to contain "8½ by 11" manila folders. Most authorities agree that the folder type of cumulative record is the most economical and efficient type. There should be a good desk for the counselor and nearby a comfortable chair for the counselee. The general atmosphere should be one of privacy and friendliness. Outside the door the counselor should hang a bulletin board. The world is full of valuable bulletin-board material which deals with vocational guidance.

THE RECORDS

Traxler¹ suggests that cumulative records cover ten major areas:

1. Home background
2. School history
3. Mental ability and academic aptitude
4. Achievement and growth
5. Health
6. Out-of-school experiences
7. Vocational interests
8. Special aptitudes
9. Personality records
10. Plans for the future

Of course it is a foregone conclusion that records to be valuable must be adequate, up to date, correct, and accessible—and must be wisely used. Whether teachers should have full access to complete cumulative records must necessarily depend upon the situation and the teachers.

THE CURRICULUM

Guidance can be well advanced through the curriculum. This will necessitate some revision in the time schedule to lengthen homeroom periods, to provide for a guidance class, and to give teachers some counseling time.

One good suggestion as stated by Strang² is that each teacher add a unit on some phase of guidance to his course of study. This means a job of integration for the administrator and his staff.

Another of Strang's good suggestions is that the course of study should include material that will serve to gear the student to life-like situations and teach him some of life's guiding principles.

THE LIBRARY

Hundreds of books and periodicals are devoted to guidance. Good bibliographies can be found in most of the well-known

EDITOR'S NOTE

Superintendent Smith realizes that Averageville High School "really never has had an organized guidance program"—and sets out to give the school one. This is a step-by-step account of his work that came to a successful conclusion. Superintendent Smith believes that "Guidance is for all schools, not just for the well-staffed and adequately-equipped large systems." Mr. Myron, who agrees with him, is boys' counselor in Roosevelt School, Cedar Rapids, Ia.

magazines and books on the subject. The U. S. Department of Labor will furnish excellent vocational guidance information upon request.

Herein have been mentioned a few of the duties of our friend, Superintendent Smith, as a promoter of guidance in Averageville High School. He has just begun, inasmuch as merely putting the program into existence will not make it function. His true job is one of in-service inspiration and education. Someone has to be the "spark plug," the inspiration, the general coordinator, the man who can make other educators work at guidance with a will. Without his influence the whole project is very likely to become static, to be just something to talk about at the teachers' meeting—something that looks like progress to a visitor, that is doing the students no harm, but certainly no good.

Guidance is for all schools, not just for the well-staffed and adequately-equipped large systems. The majority of our children are enrolled in an average school like Mr. Smith's. Therefore, it is the responsibility of our higher educational institutions to inspire Mr. Smith and his teachers, and to show them how and where to start.

¹ Arthur E. Traxler, *Techniques of Guidance*. Harper's, New York, 1945.

² Ruth Strang, *Role of the Teacher in Personnel Work*. Harper's, New York, 1946.

SCHOOL NEWS DIGEST

Edited by THE STAFF

SUMMER SCHOOLS: Until recently, "summer [high] schools flourished throughout Alabama and other states with little or no regard to standards," states *Alabama School Journal*. Each high school was "a law unto itself"—and credits allowed differed widely in quantity and quality. But standards for summer schools in Alabama have been developed. And this spring the proposals of the High School Commission of the Southern Association of Colleges and Secondary Schools were adopted. The 12 new standards concern the place and facilities used for a summer school; properly certified teachers; number of students in a class; length of class period; amount of credit permitted; and other factors in the operation of "a summer session of recognized merit."

INGENUITY: Revise the rules of basketball so that a goal counts $2\frac{1}{2}$ and a free throw $1\frac{1}{2}$ —and "in 6 weeks every kid in the country would be able to do mixed fractions in his head!" That was the suggestion of a teacher who attended the spring convention of the National Council of Teachers of Mathematics. This whimsical idea, comments *Junior Briefs*, Scott, Foresman house organ, makes a point—that improvement of mathematics teaching will require all of the teacher's ingenuity and every ounce of motivation at his command.

INEQUALITY: Since the 1940 ruling of the U. S. Circuit Court that Virginia school systems must pay Negro and white teachers equal salaries, many counties in the State have not as yet completely brought Negro teachers' salaries up to those of white teachers. The past spring, in a case involving the schools of Surry County, Virginia, the Court ruled that school buildings and equipment must be equal for both races. And, states the *Richmond Times-Dispatch*, quoted in *Virginia Journal of Education*, the Court has given Surry County only until the beginning of the 1949-50 school year to bring its schools for Negro children up to par. In 1947, Virginia's per-pupil plant investment in public schools for whites was \$245, for Negroes \$107. The Surry County ruling, says the *Times-Dispatch*, is further evidence that unless segregation states provide equal educational facilities for Negro and white children, "the Federal courts may refuse to permit continuance of the dual system of schools."

SERIES: A series of "Freedom Pamphlets" is a new project in adult education announced by the

Anti-Defamation League of B'nai B'rith. The pamphlets will deal with problems of human relations—"the education of free men to understand their proper role in a free society." Some of the titles are being prepared in collaboration with the American Education Fellowship. The pamphlets, which will be issued bi-monthly, are 20 cents each. The first title, released in August, is *The Responsibility is Ours*, by Bonaro W. Overstreet. It deals with the individual's personal responsibility for building better human relations with those about him. Copies may be obtained from the Anti-Defamation League, 212 Fifth Ave., New York 10, N.Y.

DOUBLE: Dwight D. Eisenhower, new president of Columbia University, endeared himself to teachers everywhere when he said recently in Denver, according to a United Press dispatch, that teachers' salaries should be doubled. "Teachers," he added, "should be brought to think they are democracy's champions." Boards of education everywhere maintained a dignified silence.

FILM LIBRARIES: *A Partial List of 16mm Film Libraries* is a new 28-page directory offered free to teachers by the Visual Aids Section of the U. S. Office of Education, Washington 25, D.C. The booklet lists almost 600 film libraries, visual-education dealers, and other distributors who lend or rent 16mm films of interest to schools.

MONSTROUS: In February 1948, Cecil L. Yarbrough, superintendent of schools in Port Nueces, Tex., was dismissed by the local board of education, in violation of his contract, without previous notice. He was refused a hearing on the board's "vague and ambiguous charges," states Sarah Gaskill in *Texas Outlook*. "This is a monstrous thing," said Mr. Yarbrough, appealing the board's decision "in defense of my profession as well as my personal record." The National Education Association's Committee on Tenure and Academic Freedom was represented at a hearing before L. A. Woods, state superintendent of schools. Dr. Woods ruled that Mr. Yarbrough had been wrongfully discharged, and reinstated him in his position. But "in the interest of harmony" a compromise was reached whereby both Mr. Yarbrough and the board members resigned. Members of a new board of education were elected—and one of their first

(Continued on page 128)



EDITORIAL



Teacher Rating: A Higher Level Than Cow Scoring Needed

EVER SINCE stockmen devised score cards for farm animals, some educators have fretted themselves in an effort to do likewise for school teachers. This being an age of scientific measurement in education, with reliable and valid scales for measuring achievement in some phases of learning and perhaps in some phases of general or special aptitude and other personality traits, it is only logical to expect zealous efforts toward equally reliable and valid scales for measuring teachers and teaching. Such a purpose is truly laudable and is motivated, no doubt, by wholesome ideals. But thus far, the efforts have been futile, or maybe worse.

An examination of the voluminous literature on teacher rating shows that at one time the opponents had the proponents pushed back to a final stand: that rating was defensible as a device in teacher improvement. But more recently there has been a resurgence of fervor, and a fever to rate teachers for administrative purposes and not just supervisory ones. Indiana's experience with rating for both purposes was a failure.

The Hoosier scale, like others, was not scientifically prepared. The major headings and subheadings on it were not those which research has found to be requisite for success; the relative weights assigned the headings were determined solely by arbitrary choice; and the items were not sufficiently analytical to enable a teacher marked low on them to know how or exactly wherein to

improve. It had thirty items grouped under seven headings, covering the whole range of teacher traits and types of knowledge, and techniques of teaching and classroom management—all on a card of five by eight inches.

Aside from the scale's being faulty, there was widespread laxity and caprice in administering it. A representative sampling of practices by city and county superintendents showed that: different administrators had varying minimum and maximum scores which a teacher could make; many superintendents advanced their teachers upward a predetermined number of points for each year in service; one gave all his elementary teachers a score of 97 in order to gain for his school a Class A ranking by the state department; many made arbitrary distinctions between grade levels of teachers or between sexes of teachers; many gave only gross scores, with no attention to subheadings; many others decided in advance the total score for their teachers and then went blindly through the scale cutting off points here and there sufficient to reduce the total to the predetermined level; many others showed their carelessness in rating by continuing to give scores annually on "teachers' reading circle," one of the thirty subheadings, for several years after the state abolished the reading circle.

State law required that each teacher be given a "success grade" each year, and for many years the figure affected the teacher's salary. The city of Evansville attracted na-

tion-wide attention by its "system of salary based on suitability," but abandoned the plan as hopeless by the time outsiders began coming in to study it in operation. Then the whole state got wise and repealed the law requiring rating.

Analyses of bodily contour and size of mammae of dairy cows have revealed certain indications of potential productiveness. But they won't work for school teachers. Furthermore, the cows can't object. Even with the cows, nothing could be done about a score except send the cow to the slaughter house if her score was low or have her breed prolifically if it was high. These adaptations, too, won't work with school teachers.

Is there, then, no hope for the educational proteges of the cow scorers? Yes, there is. But the disciples are going to have to raise their sights higher than cow level. Teacher rating will be defensible or defeasible depending on how far the practice can evolve beyond barnyard bungling.

First, rating scales must be developed cooperatively and scientifically. Such scales, resulting from research by teachers and administrators, will contain factors proved to be conducive to success and weighted in proportion to their established degree of potency. Furthermore, they will be diagnostic. If, for example, a girl is rated low on

"personal appearance" (a factor of but very slight relative significance) because she wears rouge in too great amounts and raiment too small, she will know better than to try to make herself prettier by putting on more paint and taking off more clothes.

This scale will then be made the common knowledge of all—the raters and the rated. Suggested remedial measures will accompany all ratings. And the rating, to be valuable for improving teachers in service, will not come just at the end of the year, when it is too late to mend, but throughout the year, thoughtfully and conscientiously.

If teachers' ratings are to affect their pay, promotion, or tenure (such is not done in any other trade or profession), they should be made with the cooperation of the teachers' peers. From the points of view of both democracy and sound judgment, teachers' estimates of teachers are necessary.

Finally, if teachers are rated officially by administrators, administrators should be rated officially by teachers. He who would be greatest among them must be servant of all. When this is done, many administrators, perhaps, will cease being so bullish.

J. R. SHANNON
Sacramento State College
Sacramento, Cal.



In 1840, Mind You!

Knowledge is substituted for thought. . . . The mind is made a store-house, rather than a laboratory. The books that multiply so fast, are mainly products of compilation and dilution. It is no generation of thinkers, we fear, that our popular school systems are training up. . . . Everything is brought up to the last degree of simplification. . . . The fancied perfection of teaching consists as much as possible like play. The fundamental maxim of fashionable education is, "The mind is not to be taxed"; and the mind on which no tax is levied,

pays none. Mathematics are taught by toys; . . . the mysterious differences between active, passive, and neuter verbs, instead of being beaten into children's brains, as of old, by hard blows, are more kindly, yet not more wisely illustrated by the picture of a whipping. . . . Even in the study of the ancient languages the good old days of hard work and thoughtful analysis with grammar and dictionary, it [sic!] is almost deserted.—*North American Review*, April 1840, quoted by MORRIS ROSENBLUM in *High Points*.

► SCHOOL LAW REVIEW ◄

Two Suggestions for the Tenure Committee Report

By DANIEL R. HODGDON

There has been a great deal of tenure legislation but often it has been very unsatisfactory in one or more respects. The National Education Association tenure committee has made a careful study of tenure in order to determine the principles and characteristics of good tenure legislation. The committee did a splendid job. The report of the Committee on Tenure and Academic Freedom should be in the hands of every teacher.

The recommendations are, without doubt, the best that have been formulated to be written into any tenure statute, but as a lawyer the writer would like to see two other recommendations added to these.

Since the committee has made ten recommendations, the writer would suggest that the two additional recommendations be Numbers 11 and 12.

Considerable legal action has involved definitions of the meaning of tenure. Is it a contract, or a legal status to be abolished at the whim or wish of any legislature? The United States Supreme Court has held tenure to be a contract when the statute so specifies—as in Indiana, and a status to be abolished at will when it is not specified as a contract—as in New Jersey.

All tenure statutes should provide for permanency for those teachers who have acquired the right to tenure. After a probationary period, the tenure statute should provide for a permanent contract each year as long as the teacher meets the requirements. Teachers who grow old in the service should not suddenly be deprived of tenure right before retirement by some legislature which repeals a tenure statute and leaves the teachers unprotected against unscrupulous political boards of education who may dismiss teachers for any whim or fancy. This has happened in a few states. Therefore the eleventh recommendation should be that all tenure statutes should provide for an indefinite or continuing contract—not merely a status.

The twelfth recommendation should prevent evasions of the statute such as requiring teachers to resign just before the probationary period has elapsed. Many boards of education have made a

practice of asking teachers to resign a month or so prior to the end of the probationary period, and then reemploying them again for another probationary period, to evade tenure. New Jersey, after many years of this practice, passed a statute giving tenure to teachers who have taught three years within a period of four years. In California the court held that such an evasion of the law was a violation of public policy and therefore illegal and void. The teacher was on tenure even though she had resigned with a promise of reemployment. The reemployment was a clear admission of an attempt to evade a statute and was illegal.

This should be the ruling everywhere, but courts take different views. Law evasion is just as bad as law breaking. It is dishonest, and brands members of boards of education with the same kind of criminal tendency found among law breakers. When found among those who are responsible for the operation of our school system, it can only be condemned as the lowest and most contemptible act of representative citizens in a community.

Beginning in the next issue, the writer will discuss the ten recommendations of the Committee on Tenure and Academic Freedom.

Crude Work by Board

School boards are too frequently very undemocratic bodies. The very foundation of democracy is in the schools. While boards of education may through long-standing practice be arbitrary, dictatorial, and unreasonable, the time has come when their members should act in all dealing with teachers according to the well established ideas of democracy.

A sample of totalitarian procedure is found in a case in Colorado, where a teacher who had an annual contract was dismissed after several weeks of teaching. The school board sent a notice to the teacher stating that it had been "made to appear" that she was "inefficient, incompetent, and unsatisfactory," for nine reasons listed in the notice. The notice also set a time for hearing five days there-

after, but did not state what written charges had been filed against the teacher nor how the nine reasons had been "made to appear" to the school board, nor by whom.

Nothing could have been more unlike democratic procedure than this. Any teacher certainly is entitled to know who makes charges and why.

At the hearing members of the school board testified. The teacher spoke in her own defense. After the hearing the board notified the teacher that her contract was to be cancelled "for good cause shown." The teacher sued for salary due for the remainder of the year on the ground that the dismissal had to comply with the statute as to procedure. Neither the president nor the secretary

of the board had presided at the hearing; the president, who signed the dismissal notice, was not present at the hearing; the witnesses were not sworn; and "good cause shown" did not disclose to the teacher the nature of the accusations, if any, against her.

It is hardly believable that such a crude, undemocratic, arbitrary procedure could happen in a board meeting in a country that tries to hold up democracy as a principle.

The court justly condemned the whole procedure by granting the teacher the balance of her salary for the entire school year.

See Saguache County v. Mort, 176 P (2d) p. 984, decided Jan. 14, 1947.



Recently They Said:

Not the Principal's Say

It is not within the province of any principal or any member of his staff to say who shall and who shall not attend college. The proper attack on this problem is not the refusal of transcripts to boys and girls. Rather it is the gathering of all the possible objective data, well prepared and well tabulated. Then, with this complete, it is the duty of the college to select and choose its student body with discrimination and good judgment.—*ROBERT G. ANDREE in The Massachusetts Teacher.*

Difficult Matter

Intergroup relations is one of the most difficult as well as one of the most important matters with which the schools have to deal. First, it is an area in which excessive zeal, especially if misdirected, may be more detrimental than indifference. Second, care must be exercised in teaching about different groups that superficial differences do not receive undue emphasis; that misconceptions about special endowments of various racial or national groups are not reenforced or induced. Since people of various groups are more alike than different, the similarities must be stressed constantly. Third, there are numerous other legitimate demands upon the time of pupils. Balance must be maintained between the amount of time and effort devoted to this subject and the time and effort given to other highly important subjects in the school curriculum, within and without the social-studies program.

The removal of prejudice and intolerance from American life is not a task which will be achieved easily or quickly. Perhaps the most that can be

hoped is that they be reduced radically and held constantly to a minimum. Patience is needed to avoid discouragement and to prevent premature or unwise action. Patience can be a potent factor for the achievement of the very ends desired. Progress will be hastened, however, by conscious, well conceived, and effectively directed plans.—*ALLEN Y. KING in Social Education.*

Question of Form

We cannot escape, I fear, from a two-horned dilemma. In my view there is no choice between empty generalization and a tedious preoccupation with the particular and the concrete. Both are failures in the intelligent use of legitimate forms of thought.

Not long ago I sat with another group discussing the merits of a rating sheet to be used for judging probationary teachers. Said one faction, interested in an anecdotal form of report: If you merely list qualities to be checked you run the risk of thoughtless answers. Putting checks in squares is too easily done without thinking. Therefore the check list is a poor form to be used for the purpose.

Said the other faction, opposed to anecdotal comments in the larger spaces provided: If you ask for a "composition" each time, you will not get any answers at all. Principals have not the time or the necessary skill for such detailed analysis. Besides, the anecdotal form lends itself to false generalizations from too few facts.

No one was able to suggest a form that would be foolproof. No matter what form was chosen, some education of the user of that form seemed required.—*LUELLA B. COOK in The English Journal.*

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BOOK REVIEWS

KIMBALL WILES and EARL R. GABLER, *Review Editors*

Fundamental Education—Common Ground for All Peoples, Report of a Special Committee to the Preparatory Commission of the United Nations Educational, Scientific and Cultural Organization. New York: The Macmillan Company, 1947. 325 pages, \$2.50.

There is no area of human concern of more importance than mass ignorance. This expertly written volume is designed to establish a framework that will serve as a working basis for the task of eliminating illiteracy in the world. Unesco is to be commended for this well-organized, scholarly, and readable account.

The main part of this book is a series of informative statements of action already taken to combat illiteracy. World authorities on this subject present accounts of their experiences and observations. These reports reveal the obstacles of distance, language, resentment, religion, time, and money that must be overcome.

Attention is then given to the general considerations of fundamental education as a world-wide problem. Policies and methods to meet the problem are suggested and specific reference made to the service Unesco must render. The problem to Unesco is one of encouraging enthusiasm and demand for fundamental education, reporting progress made, and providing technical assistance.

This book is recommended to teachers and administrators for an appreciation of their educational heritage and a reaffirmation of faith in their chosen career. Missionaries will profit from the résumés of educational problems that exist in the field. State-department personnel, at all levels, will find this an invaluable aid. Thoughtful people throughout the world will find here the beginnings of a program that will eventually teach men to understand one another and to live together.

GRAHAM BECKEL
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News

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Revised by Hausmann. 18th edition of this classic published in August, 1948.

If you are changing texts in any of these fields, let us know.

Van Nostrand

250 FOURTH AVENUE, NEW YORK 3

Goals for American Education, written for Commission on Educational Reconstruction of A.F. of T. by Lester A. Kirkendall, Irvin R. Kuenzli, and Floyd W. Reeves. Chicago, Ill.: American Federation of Teachers, 1948. 130 pages, \$2.

This volume is the effort of the Commission on Educational Reconstruction appointed by the American Federation of Teachers to set forth desirable goals for American education. The authors of the book are well-known authorities from the fields of education and social service.

In Chapter One, "The World We Face," there is a good analysis of the conditions here and abroad that posit a need for a change in the purposes of education. This chapter is followed by one on the goals for American education. Like the seven Cardinal Principles there are seven goals—but this is where the similarity stops except for the goal that covers common integrating knowledge and skills. Such goals as: closing the gap between scientific advance and social retardation, preparing individuals to live in cooperative society, helping individuals to accept democracy as a social and economic basis as well as a political basis for living. All these newest aims are directed toward correcting defects in our democratic way of life.

The chapter on "A Program for American Education" lists ten steps that should be taken. These steps are conceived from a social and democratic point of view. There is more real meat in this book of 130 pages than there is in most of the books on education that run to 500 pages and over. The working philosophy of education of every teacher, supervisor, and administrator should be colored by the forward view of this fine book.

EARL R. GABLER

Youth Comes of Age, by Wellington G. Pierce. New York: McGraw-Hill Book Co., 1948. 400 pages, \$2.60.

Wellington G. Pierce was assisted by over three thousand high-school boys and girls in the writing of *Youth Comes of Age*. Most of the book is a study in personal relations—friendships, family relations, courtship and marriage. The problems involved are interpreted realistically for maturing adolescents. Brief glimpses into the struggles of well-known people, experiences common in the lives of teen-age boys and girls, and polls and studies conducted in typical high schools make *Youth Comes of Age* vivid and interesting reading.

Lists of provocative questions, activities, readings, and films will help to implement the plans of students, teachers, counselors, and administrators to tackle in a forthright manner the perplexing prob-

lems that are brought into focus in this new book.

Youth Comes of Age is an excellent addition to the literature for young people on understanding the basic principles in the establishment of better person to person relationships.

VIRGINIA SHUTTERLY

Grover Cleveland High School
Caldwell, N.J.

Physics—A Basic Science (2nd Ed.), by ELMER E. BURNS, FRANK L. VERWIEBE, and HERBERT C. HAZEL. New York: D. Van Nostrand Co., Inc., 1948. 674 pages, \$2.88.

Here is one of those competent looking "new" textbooks which seem to roll in from all corners of the bookmaking world. This is not meant to "damn with faint praise" what is manifestly a scholarly product insofar as both scientific content and educational presentation are concerned. It is, however, a plea for the declaration of reasons for the creation of new textbooks. The writers seem very diffident about explaining how the text will better inspire towards their declared goal, "to instill . . . an insatiable curiosity, an unrelenting quest for truth."

Physics—A Basic Science is a compend of all, or nearly all, the subjects which might conceivably appear in the secondary-school physics curriculum. It shares this fault with many other physics texts which because of high costs and need for large circulation must be made so. In this text, however, the excellent organization of the subject matter into short chapters and the rather complete statement of the argument for each individual topic will make possible the use of this text in courses of study having considerably varied organization.

The book has many commendable features. The authors have made excellent choice of a wide range of historic material. Many intriguing phases of physics' newer applications such as aerodynamics, radio, nuclear physics, and atomic energy are discussed with compelling lucidity. Each short lesson-length chapter is accompanied by a Student's Project and a series of clarifying exercises. The projects are thought provoking as well as interest soliciting. The illustrations are, in most cases, excellent.

EUGENE I. STERN

James Monroe High School
Bronx, N.Y.

Do Your Own Thinking, by C. H. SCHERF. New York: McGraw-Hill Book Co., 1948. 368 pages, \$2.40.

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The author, a teacher who developed the content in his own classroom, has established a real-life atmosphere. Consequently the artificiality one often senses in books of this type is minimized.

On the whole, *Do Your Own Thinking* provides information, study questions, bibliographies, and an annotated list of visual materials which should

prove helpful in classes in the areas related to orientation, personal problems, and human relations.

FRANCES MARTIN
South West High School
Minneapolis, Minn.

Background of World Affairs (rev. ed.), by JULIA EMERY. Yonkers, N.Y.: World Book Co., 1948. 386 pages, \$2.16.

The teaching of modern world problems, like the teaching of all current events, is beset by the dangers of giving exaggerated importance to transitory headlines instead of the understanding of the present events in their larger historical context. The author of *Background of World Affairs* attempts to supply those trends that would give intelligent meaning to current events.

The several chapters are devoted to these significant elements of our mid-century problems. There are chapters on Balance of Power, World Wars I and II, Systems and Ideals of Government, National Resources and World Trade, and International Law. However, one wonders why the author omitted from her discussion a full-length consideration of Imperialism. There are narrative accounts

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PAUL BALSER
School of Industrial Art
New York City

Basic Reading Skills for High School Use,
by MARION MONROE, GWEN HORSMAN, and
WILLIAM S. GRAY. Chicago, Ill.: Scott,
Foresman and Co., 1948. 160 pages, paper
bound, 92 cents.

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HOWARD L. HILLAS
 Emerson High School
 Union City, N.J.

Thought Pictures in Reading and Writing,
 by Roland Barker. New York: Published
 for Metropolitan School Study Council by
 Bureau of Publications, Teachers College,
 Columbia University, 1948. 114 pages, \$2.

For those seeking a unified, systematic approach toward making language study functional while avoiding the sterility of grammar *per se*, this text provides a unique tool. The approach is contextual throughout, richly interlarded with exercises. The concluding sections on punctuation and vocabulary are stimulating enough to suggest in those fields a follow-up volume by Mr. Barker.

The word *grammar* is taboo here, although it does rear its head once (p. 86). There is perforce some reliance on conventional terminology: action words, state of being, simple tenses, dependent thoughts. Sometimes the invention of substitute concepts leads to obscurantism; for example, "Whom is the proper selection for a basic pattern only when it is used as an action receiver normally belonging after the statement word, as in Pattern No. 2, page 3." Similarly, such locutions as *collocation's force* (p. 64) might annoy purists. The lack of an index is perhaps unavoidable.

On the whole, however, the slender volume is really challenging in its presentation of language as thought-patterns rather than dehydrated fragments.

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THE JOURNAL OF EDUCATION
8 Beacon Street, Boston

The Earth and Its Resources (2nd ed.), by VERNOR C. FINCH, GLENN T. TREWARTHA, and M. H. SHEARER. New York: McGraw-Hill Book Co., 1948. 584 pages, \$3.20.

From an instructional as well as a learning viewpoint, the new edition of this text is to be commended.

Although the first section of the book may be a bit too technical for some students of science, this minor defect is far outweighed by many noteworthy features. Extensive use of charts, tables, graphs, new photographs, oft-repeated explanations of new terms and technical phrases, and numerous other aids make this earth science book understandable to the layman.

Each chapter has a summary which includes a preview of the following chapters, a series of questions, suggested activities, and references.

A large portion of the book deals with the earth's resources with particular emphasis on those of the United States and the significance of conserving these resources.

The book is praiseworthy from yet another aspect. The latter chapters are devoted to a discussion of how man lives, earns his livelihood in the various environmental areas of the earth, and how he has overcome natural barriers with the aid of science to advance his own welfare. The authors have sought to relate as much of the factual material as possible to the improvement of man's living conditions on this planet.

DOROTHY KAPLAN
Borough Hall Academy
Brooklyn, N.Y.



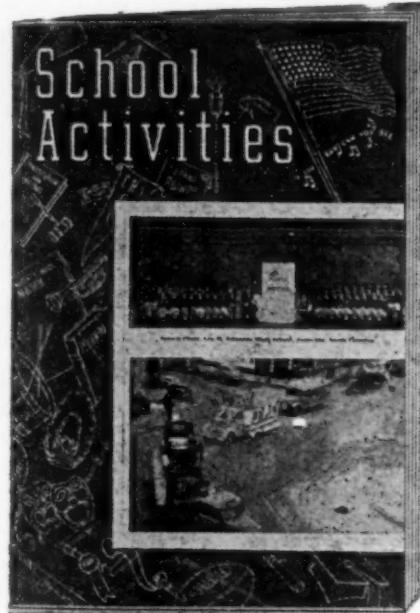
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SCHOOL NEWS DIGEST

(Continued from page 112)

acts was to elect Mr. Yarbrough as superintendent of schools.

BOOM: Stated-owned land in Idaho is in the center of a possible oil boom, as indicated by the number of oil and gas leases granted recently, says *Idaho Education News*. Royalties from oil in quantity might bring comparative prosperity to the schools of the state. So school people and taxpayers, in agreement for once, are praying for "a few good flowing wells."

OPENINGS: The U. S. Civil Service Commission says it has a good many vacancies in the position of Adviser of Education, at salaries of \$7,000 to \$10,000 a year. The openings are in numerous Federal agencies, including Civil Aeronautics, Army, Navy, Department of State, Inter-American Affairs, and Veterans Administration. Travel in the U. S. and abroad may be required. Applicants must have "high-level experience in educational administration, supervision, or research; development of instructional materials; or other comparable experience." Rating is on the basis of experience and

ability, and no written tests are given. Information and application forms may be obtained from the Civil Service Commission, Washington 25, D. C., Civil Service Regional offices, or most first- and second-class post offices.

BOOKS: "Education Books," a complete list of publications in the field of education for 1947, appeared in the April issue of *Phi Delta Kappan*. This bibliography, prepared annually by the Education Department of Enoch Pratt Free Library in Baltimore, Md., was formerly published in *School and Society*. Especially valuable and significant books, selected by the Department with the assistance of more than 200 leading educators throughout the country, are indicated.

FIRE DRILLS: No school building is completely fire-proof, no crowd of children is panic-proof, and no fire exit drill is foolproof, states *School Fire Drills*, new 19-page pamphlet of the U. S. Office of Education. The booklet, illustrated with diagrams, offers practical suggestions on fire-drill procedures and pupil protection. You may obtain a copy for a dime from the Superintendent of Documents, U. S. Printing Office, Washington 25, D. C.

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